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ABSTRACT

Intended for use by educators, counselors, and youth workers, this curriculum guide contains activities and resources for a nine-unit course to help young and adult women explore issues related to women and work and nontraditional employment. The course may be taught in a semester, over a full school year, or as a supplement to other inschool curricula or out-of-school employability programs. Topics covered in the nine units (and introduction and time required for each unit) are ideas and purposes of the course (1 week), role of women in America's history (2 weeks), women's place in the job market and jobs in the 1980s (3 weeks), community-based nontraditional job exploration (4 weeks), sex role stereotyping (2 weeks), six paths (four-year college, community college training, industry-sponsored training, apprenticeship, entrepreneurship, traditional jobs) leading to nontraditional jobs (2 weeks), strategies and tools to help succeed in nontraditional occupations (2 weeks), job-seeking and -getting skills (1 week), nontraditional life/job survival skills (2 weeks), and planning and fitting together career and life goals (2 weeks). Each unit contains an overview, activities (with objective, outline of procedures, time requirement, needed resources), and activity resources that are suitable for reproduction. Appendixes include a glossary and alphabetical indexes to activities and activity resources. (YLB)

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Preface

The Women In Nontraditional Careers (WINC) Curriculum Guide is a comprehensive source of ideas, activities and resources intended to help teachers, counselors, youth workers and others provide young women with information and experiences that will enable them to:

- Understand the historical, current and future perspectives of women and work
- Understand themselves, their own interests, skills and abilities
- Plan for a career by considering as broad a range as possible of potential jobs and access routes

The Guide is intended to be flexible, i.e., useful in a variety of combinations and sequences and useful in a variety of settings (high school, community college, youth program, community-based organization, CETA program, etc.).

The instructional style takes maximum advantage of experiential and community-based strategies. Hopefully, we have provided enough activities and resources to enable an instructor to use the Guide with a minimum of necessary additional research and planning.

Acknowledgements

We are grateful to Carol Matarazzo for her coordinating efforts which made this WINC Course available to young women in the Portland Public Schools. We would also like to thank those colleagues who contributed their ideas and suggestions to this Curriculum Guide as they taught the WINC Course in Portland Public High Schools: Mary Peterson, Darrel Tucker, Michele Stemler, Susan Sandstrom, Kathy Treves, Bill Burnam and Karen Lonberg. We also wish to express our gratitude to those who read our draft and gave us their comments. These include Ginger Hackett, our colleague at the Northwest Regional Educational Laboratory (NWREL) and again Mary Peterson and Darrel Tucker of Portland Public Schools, as well as Joyce Chartier-Spence and Mai Trieu, students at Cleveland High School. Finally we are very grateful to Pat Badnin, Susan Applegate and Susan Gustafson for their graphic assistance, to Steve Engel for his careful and extensive editing of the manuscript and to Charline Nemeth for her endless efforts in producing the Guide.

Overview of Curriculum

The WINC Curriculum Guide contained in this notebook is intended to serve as a teaching tool for educators, counselors, youthworkers and others who wish to help young and adult women explore the issues related to women and work and nontraditional employment. The activities and resources in the Guide cover a nine-unit course which can be taught in a semester, over a full school year or as a supplement to other inschool curricula or out-of-school employability programs. The units included are as follows:

Introduction to Course

A one-week look at the ideas and purposes of the WINC Course. Activities help students to examine their attitudes and to define the issues that surround women as workers. Students and teachers can work together to choose the course material they want to emphasize.

Unit I: Women and Work — History

A two-week look at the role women have played in the history of America, with special emphasis on women and work.

Unit II: Women and Work — Today and Tomorrow

A three-week examination of women's place in the job market and where the jobs will be in the 1980s.

Unit III: Community-Based Job Exploration

Four weeks of planning, implementing and assessing community-based nontraditional job explorations.

Unit IV: Sex Role Stereotyping

A two-week look at the stereotyped expectations that American society has traditionally placed on men and women, with ultimate focus on the benefits to be derived by eliminating the stereotypical expectations and assumptions.

Unit V: Access to Careers

A two-week exploration of six paths that can lead to nontraditional jobs; includes four-year college, community college training, industry sponsored training, apprenticeship training, entrepreneurship and traditional jobs.

Unit VI: Career Success Styles

Two weeks of active participation in learning to be assertive, learning to set goals and priorities, learning to manage time and working toward physical fitness.

Unit VII: Job Hunting for Nontraditional Jobs

One week coverage of job-seeking and job-getting skills; includes researching the job market, presenting yourself in a resume, filling out applications and having successful interviews.

Unit VIII: Nontraditional Life/Job Survival Skills

Two weeks working on developing skills that have not traditionally been regarded as feminine or that have special significance for women working in nontraditional jobs; includes use of public agencies, familiarity with tools, basic auto repair/maintenance, insurance, assessing fringe benefits, and other topics.

Unit IX: Career and Life Planning

Two weeks focused on individualized values clarification, goal setting, career planning and skills to use in balancing career plans with family plans.

Each unit in the WINC Curriculum contains:

- An Overview
- A series of Activities
- A set of Activity Resources
- A listing of additional recommended print and nonprint resources. NOTE: Addresses for all film distributors are listed in Appendix A.

Although the units and activities are organized in a sequential pattern, we encourage their use in any order or combination deemed appropriate by the instructor. The materials are flexible enough to allow for many different uses depending on time available and participant interests and needs. Participation in this course should enable women to:

LEARN	about themselves--their interests, their abilities and the wide range of choices available to them.

PLAN	for a career by learning about training and educational requirements of nontraditional jobs.
EXPLORE	nontraditional careers which interest them by talking with women who work in these careers and by visiting workers on actual job sites.
DEVELOP	survival skills and career success styles which will build their confidence and enhance their ability to lead independent lives.
SHARE	activities and experiences with other women who have similar concerns and interests.

Other WINC Instructional Materials

The WINC Curriculum Guide can be supplemented by use of other materials developed by the WINC project and available through the Northwest Regional Educational Laboratory. These materials include:

WINC Job Exploration Guide

Young women can use this activity guide to structure and document what they learn while they explore nontraditional careers in the local business community.

Use of WINC Job Exploration Guide:

Unit III of the Curriculum Guide contains a series of activities leading up to and including use of the WINC Job Exploration Guide.

WINC Journal

This booklet integrates fact, humor and instruction with blank journal pages to stimulate and guide young women to explore and write down their feelings regarding their own career planning.

Use of the WINC Journal:

- The Journal should be assigned as an integral part of the course.
- Students should be asked to write regularly in their journals--at least three times a week.

  At times, you will want to ask students to reflect about specific classroom activities in their journals.

Other times, you may simply want to set aside class time for students to reflect in general terms on their week's experiences (in class, in school, with friends).

- Students should understand that journals are a sharing process--sharing ideas, thoughts, and feelings--and as such, journals will not be graded for spelling and grammar. Students should write for fluency, not for perfect form.

- Teachers should collect journals once a week and read through them, responding to the student's thoughts and ideas.

  As journal correspondents, teachers should respond as if they were writing a letter to the student...i.e., in an informal, conversational exchange of thoughts and questions that are raised in your mind as you read.

- If written communication is an excruciating problem for a student, teacher and student can negotiate some other activities for sharing experience to take the place of some but not all of the journal entries.

Having students keep a journal will serve the following purposes:

- Encourage students to keep a record of their thoughts and feelings, their experiences and their personal growth.

- Assist students in documenting their learning that results from experiences in the course, in the school and in the community.

- Guide students to reflect upon their experiences and thereby come to know themselves better.

- Allow students to see patterns in their thoughts and behavior that may provide new insights, self-understanding, and help in clarifying potential career/life directions.

- Encourage fluency of ideas and thoughts in written commmunication. The more you write the better you get at writing.

VISIONS: Portraits of Women in Nontraditional Careers

This series of 14" x 17" black and white posters highlights action photographs and personal comments of women employed in nontraditional jobs. The occupations represented are a sample of many that traditionally have been dominated by men and are becoming increasingly available to women.

The portraits and thoughts expressed in VISIONS show that jobs need not be limited to one sex. VISIONS can motivate young women to consider nontraditional careers as they engage in career awareness, exploration and preparation experiences. The working women we see and hear from in this series can inspire youth and adults who are planning their careers and their futures.

Use of VISIONS:

VISIONS can motivate women of all ages to explore and consider a wide variety of careers. The portraits can be integrated into learning environments and employment situations in many ways. Here are a few ideas:

- Display them in school classrooms, libraries, hallways, career centers and counseling offices.
- Use the posters in combination with classroom speakers.
- Display posters as thought-provoking supplements to a writing assignment.
- Ask students to contact local women in similar jobs to compare what different workers have to say about a specific job and/or about women entering that field.
- Encourage students to create a product similar to VISIONS by photographing and interviewing women in the local work force.
- Exhibit the posters (as visual aids) in places of employment, employment counseling offices, women's resource centers and public or private employment agencies.

Identifying and Recruiting Women in Nontraditional Careers in Your Area

The WINC Curriculum Guide often suggests that teachers and students make use of the expertise of women in the community who are doing nontraditional work. When you begin to identify and recruit women in nontraditional careers in your local area remember that most of these women are eager to share their experiences with interested young women. They can be instructional role models who help young women see and understand the variety of career options open to them; they can be inspirational role models as they share their experiences and advice about working in jobs traditionally held by men. They can be directly involved by:

1. Hosting a young woman for a day on the job'
2. Participating in panel discussions (good idea for staff inservice and parent meetings, too)

3. Speaking to a classroom or a special interest group

4. Serving as mentor for one or more students

These women are an important resource for young women who seek information about concerns such as:

- What are the training and educational requirements for a specific nontraditional job?
- What are the actual job tasks, salary and other technical aspects of the job?
- What are some useful tips about ways to succeed and advance in a nontraditional job?
- What are the feelings that these women have about their jobs?

Nearly every community has women working in nontraditional careers. To find them, you may want to contact the following sources:

- Affirmative action or personnel officers from business, industry and government offices
- Apprenticeship programs (e.g., State Bureau of Labor, local apprenticeship committees and Apprenticeship Information Centers)
- Business and Professional Women's Organizations
- Community-based organizations involved in career counseling and placement of women in nontraditional jobs (e.g., Urban League, Labor Education Advancement Program)
- Community colleges and local universities with women's reentry programs, women's studies programs and vocational training classes
- Local women's groups (e.g., National Organization for Women, women's resource centers)
- Union halls
- YWCA
- Your own friends, neighbors and relatives

Introduction to Course

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Overview

The Introductory section which follows includes activities and resources which will familiarize participants with the contents of the course and with basic concepts to be covered. It will provide students with an introduction to Women In Nontraditional Careers and the relevance of this topic of study to their own lives.

This unit also includes an activity designed to enable teachers and students to work together to plan and organize the course so that it meets the specific needs of the program and of the participants involved.

Activities can be selected to fit within the period of one week.

WINC ACTIVITIES

Activity:

“Women” — A Poem

Objective: Students will get in touch with their own thoughts/feelings about womanhood and will also develop an individual perspective on some of the course content.

Procedure:

- Students are each asked to write a "run-on" poem. This will be a timed activity and the main objective is to write steadily on the topic with whatever ideas come into their heads. Beginning with a blank sheet of paper, students are instructed to write continuously for six minutes as follows:

  --two minutes on "Women were....."
  --two minutes on "Women are....."
  --two minutes on "Women will be....."

- Each statement should be on a new line. When students are unable to think of new statements, they should just repeat the beginning phrase:

  Women were,
  Women were,
  Women were,

  until a new idea occurs to them (or until time is up).

  Women were forgotten,
  Women were hard working,
  Women were denied their rights,
  etc.

- Resulting poems should be shared and discussion should follow to establish a common ground of understanding about "women" - past, present and future. This is what we know, this is where we begin.

Time Required: 30 - 45 minutes

Resources: Paper and pen

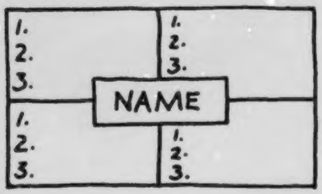
Activity:

Tagging

Objective: Students will get to know each other and at the same time they will become aware of some of their own preferences and abilities which may be related to sex role conditioning.

Procedure:

- Give each student a 5" x 8" card. Ask them to make a small box in the center of the card and print their first name inside the box. Then ask them to divide the card into four boxes and number each box with 1., 2., & 3.. It helps to draw an example on the board.



- Ask students to respond to the following items in the boxes indicated:

Upper Left Box:

1. Favorite fairy tale character
2. Favorite movie
3. Favorite singer

Upper Right Box:

1. What you would do with $10,000
2. What one thing you would save if your house was on fire
3. Favorite childhood toy

Lower Left Box:

1. Most influential family member
2. Person you would most like to be like
3. Greatest personal strength

Lower Right Box:

1. Favorite activity to do alone
2. Favorite activity to do with friends
3. Favorite kind of work

Adapted from Sidney Simon, et.al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York: Hart Publishing Co., 1972).

- Review items to make sure that everybody got all of them. Ask students to mill around the room reading each other's cards for a few minutes. Then have them get together with one person they do not know well and share one group of items with each other. After the "pairs" have had time to share, have them gather in groups of four and again share one set of items.

- Suggested questions for discussion:

  "What did you learn about yourself?"

  "What did you learn about each other?"

  "Do some of your answers reflect your upbringing as a female?"

  "How might your answers differ from those of a male the same age as you?"

  These questions can also be answered by students individually in their journals.

Time Required: 30 minutes

Resources: 5" x 8" cards
Fine-line colored marker

Activity:

Defining "Nontraditional"

Objective: Students will know what is meant by "nontraditional" within the context of this course.

Procedure:

- Elicit from students a list of examples of "nontraditional" jobs/roles for women. Record examples on chalkboard.

  If this proves difficult, you could begin by trying to identify what roles and jobs have been traditionally assigned to women in American society.

NOTE: People new to America may have different ideas about what is traditional or nontraditional. If applicable, this activity could lead to discussion about complex role issues facing women new to America.

  Then establish the notion that anything not traditionally done might be considered "nontraditional," and begin listing examples of what those "nontraditional" jobs/roles might be.

- Using the list as a basis, have the class develop a working definition of "nontraditional" for reference during the duration of the course.

  Have the definition lettered on newsprint and posted.

- Taking the concept one step further, elicit from students some reasons why women might want to work in nontraditional careers/roles. These reasons should be recorded and perhaps added to as the course progresses.

- Assignment: Ask each student to make an initial journal entry, consisting of one page explaining why they want to find out more about nontraditional jobs for women and what they hope to get out of the course.

  These journal entries should be collected, read by the teacher, and returned with comments.

- A formal list of jobs that are nontraditional can be started from the list generated during the first step of this activity. This list can be invaluable as an expandable reference. If students are encouraged to continue to bring in examples of nontraditional jobs for women and the list continues to grow...they will have a better appreciation for the variety of nontraditional jobs available than they would if a list were handed out by the teacher.

- Nontraditional jobs could be listed under the following categories:

Professional	Technical/Paraprofessional
Business/Marketing	Skilled Crafts/Trades

Time Required: One or two class periods

Resources: Newsprint and marking pens
Chalkboard and chalk

Activity: Career Choices of Women Today

Objective: Students will gain a perspective on the types of careers chosen by women who are currently beginning their careers.

Procedure:

- o Have each student identify one female relative or acquaintance who is 20-22 years old. In a brief interview, the student should learn (1) the career choice of the person being interviewed and (2) the reason(s) that career was chosen.
- o After the data is collected, a list should be compiled in class. This will give a sample of typical career choices being made by women today. Discuss the choices and reasons for those choices.
- o Identify those careers that are nontraditional.

Time Required: Two or three class periods

Resources:
Pen and paper
Marking pen and newsprint

Activity:

Advantages and Disadvantages of Being Male/Female

Objective:

Students will understand that our society has traditionally assigned different roles to men and women and that we all "know" through cultural upbringing what these roles are. Furthermore, they will understand that traditional sex roles have advantages and disadvantages for both males and females.

Procedure:

- Divide the class into small groups of four or five students. Each group should elect a person to serve as recorder. Each group should have a marking pen and two large pieces of butcher paper.
- Ask each group to brainstorm and list all of the advantages and disadvantages of being male on one sheet of paper...and all of the advantages and disadvantages of being female on the other sheet of paper. Allow ten minutes for brainstorming (or longer if necessary). Post results and have a spokesperson from each group explain their findings.
- In followup discussion with the class, establish a composite list of advantages and disadvantages of governing one's life on a "free to choose" basis rather than in conformance to traditional role restrictions. This composite list should apply to both males and females so that students will understand that the benefits are "human potential" benefits and apply to both men and women.

Time Required: One class period

Resources:

18" x 24" newsprint/butcher paper, two sheets per group plus one or two sheets for composite list
Marking pens

Adapted from an activity developed by Project Aware--Feminists Northwest/
Superintendent of Public Instruction, State of Washington.

Activity:

Preview of Issues

Objective:

Students will become familiar with some of the issues related to women and nontraditional careers.

Procedure:

- Use WINC Resource Materials listed below. Divide the class into small groups and give each group a cartoon or story excerpt.
- Have each group review their resource and determine the major issue or issues it is raising.
- Each group should then share their resources and discussion results with the entire class.
- Followup discussion can focus on how these issues relate to personal interests of participants.

Time Required:

30-40 minutes

Resources:

WINC Activity Resources:

- Doonesbury cartoon, G.B. Trudeau
- "Wisconsin Couple Denied Equal Rights"
- "The Choice to Stay Single"
- "Such High Hopes"
- Letter to the Commission on the Status of Women
- Major Occupations Employing Men and Women
- A Job vs. A Career
- Facts About Women Workers

Other resources provided by instructor

Activity:

Planning the Course

Objective: Students and staff will prioritize course content on the basis of available time and resources, and student needs and interests.

Procedure:

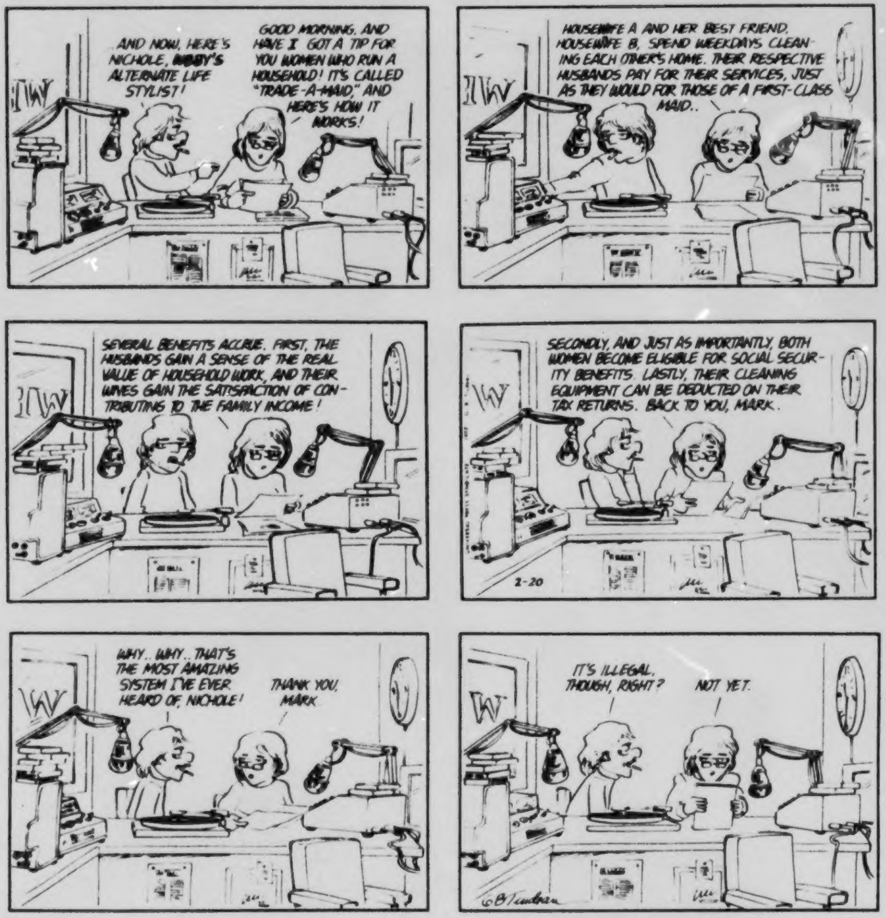
- Have students brainstorm all of the things they would like to get from a course on women in nontraditional careers. List ideas on board.
- Then review course content outline and match student objectives with course units.
- On the basis of available time and resources plus the match between student and course objectives, work with the class to determine the material you will cover and the sequence.

Time Required: 30 minutes

Resources: WINC Course Outline (See Overview of Curriculum, pages 5 and 6.)

WINC
ACTIVITY RESOURCES

DOONESBURY by G. B. Trudeau


AND NOW, HERE'S NICHOLE, WBBY'S ALTERNATE LIFE STYLIST!
GOOD MORNING, AND HAVE I GOT A TIP FOR YOU WOMEN WHO RUN A HOUSEHOLD! IT'S CALLED "TRADE-A-MAID," AND HERE'S HOW IT WORKS!
HOUSEWIFE A AND HER BEST FRIEND, HOUSEWIFE B, SPEND WEEKDAYS CLEANING EACH OTHER'S HOME. THEIR RESPECTIVE HUSBANDS PAY FOR THEIR SERVICES, JUST AS THEY WOULD FOR THOSE OF A FIRST-CLASS MAID..
SEVERAL BENEFITS ACCRUE. FIRST, THE HUSBANDS GAIN A SENSE OF THE REAL VALUE OF HOUSEHOLD WORK, AND THEIR WIVES GAIN THE SATISFACTION OF CONTRIBUTING TO THE FAMILY INCOME!
SECONDLY, AND JUST AS IMPORTANTLY, BOTH WOMEN BECOME ELIGIBLE FOR SOCIAL SECURITY BENEFITS. LASTLY, THEIR CLEANING EQUIPMENT CAN BE DEDUCTED ON THEIR TAX RETURNS. BACK TO YOU, MARK.
2-20
WHY.. WHY.. THAT'S THE MOST AMAZING SYSTEM I'VE EVER HEARD OF, NICHOLE!
THANK YOU, MARK.
IT'S ILLEGAL, THOUGH, RIGHT?
NOT YET.
G.B.Trudeau

"In every known society, the male's need for achievement can be recognized. Men may cook, or weave, or dress dolls, or hunt hummingbirds, but if such activities are appropriate occupations of men, then the whole society, men and women alike, votes them as important. When the same occupations are performed by women, they are regarded as less important."

MARGARET MEAD
Male and Female, 1949

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Wisconsin Couple Denied Equal Partnership

The farm couple, Eugene and Ellen Skaar, were married in 1942. After Eugene returned from military service in 1945, they began farming. They purchased their land as joint tenants, and worked it together. Ellen did a substantial amount of the farm labor –probably more than Eugene did, since he was active in community affairs and his official duties often took him away from the farm. Twice a day Ellen helped to milk and feed their cows; she took care of chickens; baled hay; planted, harvested, and stripped the tobacco crop; and drove the tractor. Her farm work usually took her about 12 hours per day.

All the Skaars' financial dealings were handled through one joint checking account. All farm expenses were paid from that account, and all income–primarily the milk check, which was made out to both Eugene and Ellen–was deposited in it. Eugene and Ellen had an oral agreement that they would work together, make farm decisions together, and manage the farm jointly. For many years, they proceeded with this arrangement, always abiding loyally by their agreement.

In the late 1960s, the Wisconsin Department of Revenue audited the Skaars' tax returns. It challenged their assertion that they were partners in a joint enterprise and that half their income belonged to Ellen. (More tax was due, of course, if the income was all Eugene's.) The Supreme Court agreed with the Revenue Department that there was no partnership and that all the income had been earned by Eugene. The Court's decision was based on the fact that the Skaars had not entered into a written partnership agreement and had not (on their accountant's advice) filed business partnership tax returns. Additionally, their financial records (which Ellen kept, along with her other farm duties) did not reflect any division of profits resulting from the farm operations.

The judge said:

> "Joint tenancy in land or the sharing of gross returns from the land do not of themselves constitute a partnership. The husband is entitled to the services of his wife performed for him in the conduct of his business and the profits thereof derived are therefore not her separate property..."

So, despite the Skaars' understanding and intentions, under Wisconsin tax law the result of their joint efforts belonged to Eugene alone. Ellen earned nothing for herself in the more than 20 years she worked 12 hours daily on their farm.

Real Women Real Lives: Marriage, Divorce, Widowhood (Madison, Wisconsin: Wisconsin Governor's Commission on the Status of Women, 1978).

THE CHOICE TO STAY SINGLE

Gloria Wolfe is an American Indian woman who decided at an early age that she would not end up poor and ever-pregnant like most of the women on her Wisconsin reservation. Strong-willed and intelligent, she saw education as her means of escape from poverty and dependency and soon became an excellent student. She loved books and, while her classmates began dating and often marrying in high school, Gloria read her way through her adolescence. She turned down an early marriage proposal, determined to go to college, be somebody and accomplish important things. Her college years were ones of exploration and challenge. While her female classmates, in her eyes, traded in their academic careers for engagement rings, Gloria finished graduate school, turning down another marriage proposal. Remembering her parents' stormy marriage and the women back at the reservation who were grandmothers at 40, she decided she "would be no man's servant" and set her goals on achieving her own identity.

Gloria became very successful in her career, continually taking on new responsibilities, advancing steadily, enjoying her work and moving into new and more challenging areas. In her early 40's, she feels happy, alive, fulfilled–and occasionally a little lonely. She had been repressing her need for serious male companionship, seeing it as a threat to her independence, but now she thinks of herself as secure, strong and independent. She would like a warm, meaningful relationship with a man, but says it is "not high on my priority list."

She is happy with her life, with her decision to carefully plan her goals and successfully accomplish them. She is astounded at the way most people "bumble along through life," how women can get married without thinking of how that marriage might tie down their own lives, how they fail to take adequate precautions for birth control and then are surprised when they get pregnant. "I'm not saying I have the perfect life," she says, "But at least I chose my problems."

Real Women Real Lives: Marriage, Divorce, Widowhood (Madison, Wisconsin: Wisconsin Governor's Commission on the Status of Women, 1978).

SUCH HIGH HOPES

Sonia had married at age 17, on the threshold of her new life in the land of opportunity. She had only been in the United States a few months. It had taken her mother, Dominga, who was the first of the family to immigrate, two lonely years of hard work in Wisconsin to save the money for the legal documents that allowed Sonia to enter the country and for them to be reunited. Sonia's English was not too good as yet, but she had high hopes.

Miguel at 18 was receiving aid to go to school. He was also a recent immigrant and missing the familiar comforts of home. He was greatly attracted to once again becoming part of a household where he could be understood, catered to, provided cooked meals and laundered clothes. Being of marriageable age, it did not occur to Sonia to refuse his offer when he proposed.

After a whirlwind courtship, they were married.

Within a year a baby was born, Miguel's financial aid to study ran out, and he left town. He did not say that he was leaving or where he was going. He just walked out and Sonia has neither seen nor heard of him since. Sonia is still legally married.

She and her mother balance their daily schedule so that when one is out working the other one is home with the child. Dominga works from 4:00 p.m. to 1:00 a.m. as a janitor. This allows Sonia to split her days between part-time maid work and studying English.

Each evening Sonia cares for her three-year-old daughter. She worries a lot. She would like her husband to come back yet she fears his return. What if he should come back and want to keep their daughter? Couldn't he just take her away with him? Sonia believes a man has the right to do what he wants with what is his, but that doesn't stop her from being afraid. Meanwhile, there is the relentless daily round of cleaning, working to make ends meet on the minimum wage, taking her turn on the child-care shift and trying to conserve enough energy to study and learn English in order to provide a better life for her daughter and for herself.

Real Women Real Lives: Marriage, Divorce, Widowhood (Madison, Wisconsin: Wisconsin Governor's Commission on the Status of Women, 1978).

LETTER TO THE COMMISSION ON THE STATUS OF WOMEN

May 5, 1978

I have just finished reading two pamphlets: *That Old American Dream and the Reality*, and *Wisconsin Women and Credit*.

Since I'm on the verge, personally, of developing an ulcer over the topics discussed, I would like to know: what (if anything) is being done, or can be done to get legal marital property reform?

My example *is not* exaggerated. I have been married almost 28 years. We have five children: two are married, one, 23-years-old, lives at home but supports himself, one is graduating from college in a few weeks, and one 15-year-old is at home. Just the last four years I have worked part-time at a library earning the large sum of $2.65 per hour. However, I enjoy my work, and like seeing and talking with other people very much.

Recently, I asked my dentist for an estimate to repair my teeth (several are missing, etc.). I've postponed it until now because of finances. Now I'm 46 years old, and it's either get them fixed, or lose them. *To me*, this is very important! The estimate is $1,500.00. So, I went to a bank to ask about a loan (My mother and father banked there, and my brothers do. All have had good repayment reputations.) I have had two small loans from this bank in the past, and repaid them and was never delinquent. However, this time the banker said, "Sorry, you will have to put up some *collateral*." That's when the unfairness of marriage really hit me! I thought to myself, "My God, I don't have anything. Everything my husband and I own is in both of our names, or in his alone. He decides–dictates–and I dutifully do as I am told."

Upon discussing the cost of this dental work, my husband decided it was very unreasonable. However, I don't decide what the dentist must charge. His material and labor costs go up every year and his estimate is the most reasonable of three dentists I have talked with. He works on a cash basis because he is in need of money to operate, and I can't blame him for that. The fact is, I know I could repay a loan of that amount, but, unless my husband consents to either get the loan for me, or go with me and co-sign it, I cannot have my teeth repaired. If I wait and try to save that amount, I may not have the teeth to work with.

These laws are certainly very unfair to women–and I feel I've worked 28 years for *nothing!* Men still dictate and run the world their own way, and it is grossly unfair.

If there is anything I can do to help change or reform these laws, please advise. Maybe my two daughters will benefit from it someday. The "dark ages" for women are still very dark in this department–and I mean this firmly and honestly.

Sincerely,
A Northern Wisconsin Woman

Real Women Real Lives: Marriage, Divorce, Widowhood (Madison, Wisconsin: Wisconsin Governor's Commission on the Status of Women, 1978).

MAJOR OCCUPATIONS EMPLOYING MEN AND WOMEN

10 Major Occupations Employing Women

Secretaries

Food service workers

Teachers (except college and university)

Sales clerks

Bookkeepers

Health service workers (dental assistants, practical nurses, nursing aides)

Personal service workers (hairdressers, child care workers, attendants)

Nurses, dietitians, therapists

Cashiers

Private household workers

10 Major Occupations Employing Men

Engineers

Carpenters

Auto mechanics

Mechanics except auto

Blue collar worker supervisors

Truck drivers

Cleaning workers

Food service workers

Farm owners and tenants

Protective service workers (fire, police, etc.)

U. S. Department of Labor, Women's Bureau, "Table 1: Employed Persons in Selected Occupations--1976 Annual Averages" (Washington, D.C.: Women's Bureau, 1977). (Ranking determined by Resource Center on Sex Roles In Education)

A Job vs. A Career

A JOB

You exchange your time for money.

You generally take a position offered you if it sounds "OK" and you feel you can do it.

The position doesn't necessarily relate to any long-range plans of yours.

Pay raises are dependent on per-hour increases given by the employer at a generally fixed rate.

THE JOB MARKET CONTROLS YOU!!!

A CAREER

You exchange your time for money.

You seek and accept a position that makes the best use of your special interests, skills and talents.

Your position is a part of your long-range life/work plan. It is a stepping stone; you will learn from it and be able to move on/up toward increasingly more responsible positions that lead to your goals.

Pay raises will be larger with your increase in skill and responsibility.

YOU HAVE CONTROL!!!

PLANNING FOR A CAREER IN A NONTRADITIONAL FIELD INCREASES YOUR CHANCES FOR SUCCESS......because you possess a valuable skill and you will be in high demand by firms needing to fulfill their affirmative action commitments.

FACTS ABOUT WOMEN WORKERS

--Nine out of ten women will work at some time in their lives.

--More than 43 million women are in the labor force; they constitute over two-fifths of all workers.

--More than half of all women 16 years or older are workers.

--Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns less than three-fifths of what a man earns, even when both work full-time year round.

--The percent of families headed by women is nearly 15 percent, and 33 percent of those families live below the federal poverty line; 50 percent of households headed by minority women have incomes at or below the federal poverty level.

--Nearly 70 percent of the female labor force is single, widowed, divorced, separated, or married to husbands who earn less than $10,000 per year.

--The average young woman today can expect to spend around 25 years in the paid work force.

--About half of the women who are married and living with their husbands are in the paid labor force.

--Most women with children between the ages of 6-18 are working outside the home.

--Almost 80 percent of women in the work force remain in low-paying, low-skilled jobs with little hope of advancement.

--Women are concentrated in 20 of the 420 occupational classifications listed in the Labor Department's Dictionary of Occupational Titles.

--98 percent of all secretaries are women; 94 percent of all typists are women; 64 percent of all service workers are women; 78 percent of all clerical workers are women; 95 percent of all household workers are women. Less than 10 percent of skilled workers are women. Less than five percent of all managers are women.

Sources: 20 FACTS ON WOMEN WORKERS (Washington, D.C.: U. S. Department of Labor, Office of the Secretary, Women's Bureau).

WOMEN, THE POORER SEX, A Report of the National Council on Women, Work, and Welfare, Department of Health, Education, and Welfare.

Carolyn J. Jacobson, "New Challenges For Women Workers," AFL-CIO American Federationist (April 1980).

ADDITIONAL RESOURCES

Additional Resources

PRINT

Bern, Sandra L. and Bern, Daryle T. Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, 1975. (Useful teacher reference)

Majchrzak, Shirley. Preparing Young Women for Tomorrow: A Handbook of Career Counseling Strategies for High School Women. California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California, 1976. (Useful teacher reference)

Pioneers In A Man's World. B&W Photographs, 1976 (Elementary-Adult). Available from: Documentary Photo Aids, PO Box 956, Mt. Dora, Florida 32757. Series One--21 photos, $14. Series Two--16 photos, $10.50.

Series One shows women in nontraditional jobs: a steeplejack, construction worker, barber, police officer, truck driver and clown. Each image is captioned with background information. This series emphasizes the discrimination women have faced to enter these job categories. The second series includes images of a woman priest, state supreme court justice, symphony conductor, auto mechanic, and champion boxer. Captions emphasize both the recent increase in women entering male-intensive fields, and the point that most women continue to work in low-paid "dead-end" occupations. A discussion guide accompanies the first series.

Thacker, Sandra. Women Stepping Up; Women Working; Women on the Move. A series of three posters 16-1/2" x 23". All feature collages with four or five photographs of women in nontraditional blue-collar jobs (ethnically balanced). For further information, contact: Sandra Thacker c/o EQUALS, Lawrence Hall of Science, University of California, Berkeley, California 94720. $9 per set plus $1 for postage.

VISIONS: Portraits of Women in Nontraditional Careers--a series of 14" x 17" inch black and white posters that highlight photographs and personal comments from women in jobs that traditionally have been dominated by men and are becoming increasingly available to women. For further information contact: Andrea Hunter, Education and Work Program, Northwest Regional Educational Laboratory, 300 S. W. 6th Avenue, Portland, Oregon 97204.

NONPRINT

American Woman - New Opportunities. Filmstrip set, 2 Parts, 24 minutes total (Grades 9-12). Butterick, 1976.

> Part 1: Who Are You? Provides a basic framework within which female high school students can begin to explore who they are from both an historical and a personal perspective.
>
> Part 2: Who Can You Be? Introduces students to five women in various jobs (policewoman, housewife, welder, business woman, and training program director).

Once Upon A Time. Slides with Audiocassette, 20 minutes, 1978 (High School-College). Available from: Dorian Cryer, 175 Mark Hall, University of California, Davis, California 95616. Free. Specify desired dates.

> Created by two staff members at University of California, Davis, this presentation encourages students to think about alternative career options prior to choosing a college major. Women and men are shown in jobs not usually chosen by members of their sex, and they discuss what they enjoy about their work, how they selected their field, and what problems they have encountered as a result. The careers are appropriate for college graduates, mostly in science and the social sciences. Includes a female plant pathologist, civil engineer, minister, and geologist; and a male dancer, home economist, and a physicist (who works half-time, and has half-time homemaking responsibilities). Black, Asian, and Hispanic minorities are represented.

Sandra, Clair, Dee and Zella - Four Women in Science. 16 mm, color film, 18 minutes (Grades 7-12). Education Development Center.

> Interviews of four different women who are in careers traditionally held by men: veterinarian, engineer, astronomer, and laser physicist.

Women at Work: Change, Choice, Challenge. Film, 19 minutes, (High School-Adult). Available from: Encyclopedia Britannica Educational Corporation, 1977. rent $14; sale $270.

> Scenes of seven women at work are intercut with discussions of their jobs, the particular training they need, and the various ways they combine work and personal concerns. Occupations included are: nurse, jockey, oil worker, locomotive engineer, surgeon, judge and congressional candidate. Feminist author and historian Elizabeth Janeway served as a consultant on this film.

UNIT I:
Women and Work — History

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Overview

American History, traditionally taught, has tended to make women invisible. The impression we are given is that most of the important deeds and decisions which made our country what it is today were attributable solely to men. If pressed to determine what women did all those years--besides cook, keep house, and raise families--we can usually at least produce Betsy Ross, who sewed the flag, and Clara Barton, who nursed wounded soldiers; but it is nearly impossible to grasp the incredible number of women who made outstanding and varied contributions to America without taking a separate and special look at women's history.

For this reason, we felt it important to begin a study of women in nontraditional careers by looking at both traditional and nontraditional roles women have played in the country since early colonial days. Unfortunately, a semester course will not allow time for in-depth study of this rich side of our history, but the activities we have included should provide young women with a new sense of historical perspective and perhaps a curiosity which will motivate them to learn more on their own.

Without an understanding of the real roles we have played in the world of work, it is difficult for women to dispel the fairy tale mythology which has been so deeply etched in our minds. It is easier for a woman to regard work outside the home as a serious pursuit if she has a vision of the women who served as spies, fought in the wars, wrote great literature, made contributions to the arts and sciences, pioneered technological advances and worked hard to further the great social issues of their time.

This unit is intended to last for two weeks and offers enough variety of activities to allow many effective combinations.

The primary skill focus is interviewing. Although introduced here as a tool for gathering oral histories, interviewing in this context will lay an experiential basis for interviewing as a job seeking tool (see Unit VI).

WINC
ACTIVITIES

Activity:

Famous Men/Women, Part I

Objective: Students will begin to understand that women have been as important as men in history even though neglected by history books.

Procedure:

- Have class brainstorm a list (on chalkboard) of names of all the famous men they can think of in history prior to 1960. Then on an adjacent chalkboard brainstorm a list of names of all the famous women they can think of. (Allow five to ten minutes brainstorming time for each list, depending on fluency of the group.)

- Compare the lengths of the two lists. (The list of women will probably be much shorter unless you have a group that is highly aware and educated in these issues.)

- In discussion, elicit from students some reasons why the list of men is longer and why it is hard to think of notable women.

  There have always been women around; What were they doing?
  What is the major focus of traditional written histories? (war and politics which have generally been dominated by men, as opposed to improving human welfare, where women have played a large role.)

Save lists for Part II.

Time Required: One class period

Resources: Chalkboard

Activity:

Famous Men/Women, Part 11

Objective: Students will begin to understand that women have been as important as men in history, even though neglected by history books.

Procedure:

- o Have students add "occupation" after each famous name on both lists. Compare women's occupations with men's occupations. Discuss the differences and similarities. Were women who became famous doing "women's work" or were they doing "men's work"?
- o Assign each student the responsibility of selecting the name of a famous woman from the "American Women Worth Remembering" Resource List, and writing a one page summary of what she did as an occupation and what caused her to become famous.
- o Students should be encouraged to research names of less well-known women--the object is to expand the women's list until it equals or exceeds the men's list. Each student should share her results with the class.

Time Required:

30 minutes to complete activity and make assignment
15-30 minutes for student selection of names
One or two class periods for research
One class period for writing paper/sharing results of research

Resources:

WINC Activity Resource:

American Women Worth Remembering

Library: card catalog
encyclopedia
biography section

History teachers in your school

Activity:

Match the Names to the Deeds

Objective: Students will become acquainted with 30 women in American History and learn about what each one did.

Procedure:

- Have students match the names of women on the list with the descriptive sentences about their accomplishments.

Time Required: 30 minutes

Resources: WINC Activity Resources:

American Women Worth Remembering
Some Notable American Women
Which Notable American Woman Did This?

Activity: ## Family Work History

Objective: Students will increase and personalize their understanding of the differences between men's work and women's work.

Procedure:

- Students are given chart, "Family Work History," and asked to start with their own generation, filling in as much as they can in class.
- Students complete chart by talking to relatives. They should be given a day or two to do this. Teachers can suggest ways of getting the information (calling aunts, uncles, etc...).
- Results are shared and compared and discussion followup focuses on "generalizations we can make about the differences between men's work and women's work."

Time Required:

Ten minutes to make assignment
15-20 minutes to begin filling out chart
Two or three days to finish chart
45 minutes sharing results and discussion followup

Resources: WINC Activity Resource:

Family Work History--Chart

From Barbara Gates, Susan Klaw and Adria Steinberg, Changing Learning, Changing Lives (Feminist Press, 1979).

Activity:

“Thou Shalt Not…”

Objective: Students will begin to understand what lifestyle restrictions some female workers faced less than 100 years ago.

Procedure:

- In small groups, students will respond on butcher paper to this question:

  Historically, women have found restrictions in the world of work that men have not. Many women who worked became teachers and school districts had special rules to govern their behavior in and out of school. Think back to the time period of 1915. What kinds of "SHALL NOT" rules do you think there would have been for female teachers?

- Groups should briefly share their guesswork.
- Students will then read the "Rules for Female Teachers, Massachusetts 1915." They will probably find the restrictions on lifestyle much greater than they had imagined. Followup discussion can address possible reasons for such rules and identification of any evidence today of similar kinds of restrictive attitudes.

Time Required:
20 minutes to present problem and brainstorm
Ten minutes to discuss "Rules"

Resources: WINC Activity Resource:

"Rules for Female Teachers, Massachusetts 1915"

Activity:

History of Working Women Through Song

Objective: Students will become acquainted with and learn about a song that comes out of women's labor history.

Procedure:

- Explain the history of the song "Bread and Roses" (see WINC Resource: History of "Bread and Roses" Song). Have students discuss the following questions as well as other points which may arise.

    1. Why does the first verse mention that kitchen and mills will be affected by this song?

    2. What does the refrain "give us bread, but give us roses" mean? Why do you think that women, rather than men, might sing this song?

    3. The last verse looks optimistically into the future. Is this future a reality for women today?

    4. How might a law designed to protect women and children workers have negative side effects? (Refer to the history of this song.)

- Optional follow through: Have students find other poems or songs concerning working women (contemporary or historical) and share findings with their classmates. Have students observe women at work (at home or outside the home) and write their own songs or poems from these observations.

Time Required: One class period

Resources: WINC Activity Resources:

History of "Bread and Roses" Song, Fowke and Glazer
Copy of "Bread and Roses," Oppenheim and Kohlsaat

Activity:

Introduction to Oral History — Interviewing Classmates

Objective: Students will become acquainted with oral history techniques of interviewing, indexing and transcribing. (Optional: use of tape recorder)

Procedure:

- Ask students to divide into pairs. They should pair up with people they don't know well.
- Have the students make a list of questions they would like to ask about their partner's family history (e.g., how long has the student lived in her commmunity; what does the student know about her oldest living relative; what is the student's oldest memory).
- After making the lists, the students should practice interviewing each other. If tape recorders are used, there will be a general instructional session on their use. Students should index and transcribe part or all of their interviews.

Time Required: Two days

Resources: Tape recorders, if possible

WINC Activity Resources:

Oral History--Interviewing
Oral History--Indexing and Transcribing
Our Roots - Sample Interview Questions

Activity: **Notable Women in My Family's History**

Objective: Students will gain a personalized understanding of woman's role in history by exploring their own "roots."

Procedure:

- Ask students to prepare an oral history report on an older female member of their own family (deceased or living) and the contribution she made (however seemingly insignificant by traditional historical standards) to their family or to their community.

- Have students get their information by interviewing relatives. (Or if they cannot locate a relative, perhaps the relative of a friend or neighbor.)

Time Required: Students should be given three to five days to complete assignment/research and one day to share results.

Resources: WINC Activity Resources:

Oral History--Interviewing
Oral History-Transcribing and Indexing
Our Roots--Sample Interview Questions

Activity:

Career Choices of Women Before World War II

Objective: Students will determine the types of careers chosen by women who began their careers prior to World War II.

Procedure:

- Have each student identify one female relative or acquaintance who is over 60 years old. In a brief interview, the student should learn: (1) the career choice of the person being interviewed, (2) the reason(s) that career was chosen, and (3) the degree to which the person was satisfied with her career choice.
- After the data is collected, a list should be compiled in class. This list will give a sample of typical career choices for women during the identified time period. Discuss the choices and reasons for these choices.

Time Required: Two class periods

Resources: Students' friends and relatives

Activity:

Women and Technology

Objective: Students will have greater understanding of women's relationships with technology, past and present.

Procedure:

- Have students generate a definition for "technology," then verify with dictionary.
- Divide the class into two groups and have each group brainstorm a list of the tools which are considered women's tools: group #1 - in the past; group #2 - in the present.
- Have groups share their results with the rest of the class and discuss any issues which arise as lists are shared and compared.
- Have students read "Something Old, Something New, Something Borrowed, Something Due" and share thoughts in a followup discussion.
- Ask students to reflect in their journals about tools which they cannot or do not use because they consider them to be men's tools.

Time Required: One class period

Resources: WINC Activity Resources:

"Something Old, Something New, Something Borrowed, Something Due; Women and Appropriate Technology," by Judy Smith

WINC ACTIVITY RESOURCES

American Women Worth Remembering

Abzug, Bella. Congresswoman from New York, 1970s. Appointed cochairman of the National Advisory Committee on Women by President Jimmy Carter. Dismissed in 1979 on grounds that the committee's public criticisms of the administration were counterproductive.

Adams, Abigail. 18th Century advocate for women's rights; wife of President John Adams.

Addams, Jane. Founder of Hull House, Chicago slums; provided social services to immigrant poor (1889).

Alcott, Louisa May. Author of Little Women (1886).

Anderson, Marion. First black singer to perform as a member of the Metropolitan Opera in New York City, 1955.

Anderson, Mary. First head of Department of Labor Women's Bureau (1920).

Antnony, Susan B. 19th Century suffragist; author of amendment for universal suffrage.

Asn, Mary Ann Israel. Mortgaged her home to buy slaves and free them (1850s).

Atkins, Mary. Went West to head Young Ladies Seminary in California (1855).

Bache, Sarah. Organized Philadelphia women to raise $300,000 to support Revolutionary Army (1780).

Bacon, Albion Fellows. Worked in slums of Evansville, Indiana to improve housing conditions (early 1900s).

Bagley, Sarah. Led a strike in 1836 in Lowell, Massachusetts against low pay/long hours; formed Lowell Female Labor Reform Association.

Baker, Sara Josephine. Director of Division of Child Hygiene in New York (1908); worked in slums to reduce infant mortality.

Barnes, Jane. Went West in 1814; first white woman to land on Northwest Coast (Oregon); community benefactor.

American Women Worth Remembering (cont.)

Barrett, Janie Porter. Black social welfare leader in Virginia; founder of Locust Street Social Settlement (1890), one of the first American social agencies for blacks.

Barton, Clara. "Angel of the Battlefield"; Civil War nurse who founded American Red Cross.

Bass, Charlotte. Black journalist/publisher; founding member of Progressive Party (1950s); ran for Congress and Vice Presidency.

Bates, Daisy Lee. Leader of Arkansas NAACP (1957); newspaper editor/publisher; guided integration of Little Rock High School.

Becraft, Maria. Opened first boarding school for black girls in Washington, D.C. at age of 15, 1805-1833.

Beecher, Cathrine. Outstanding teacher-trainer (1830s).

Bellanca, Dorothy Jacobs. Latvian immigrant; active union organizer for Amalgamated Clothing Workers (1920).

Benedict, Ruth. Internationally known anthropologist; author of Patterns of Culture; mentor to Margaret Mead (1930s).

Bethune, Mary McLeod. Black founder of Bethune Cookman College, Daytona Beach, Florida, school for black girls (1904).

Bickerdyke, Mary. Famous Civil War nurse; worked on battlefield; later, administrator of Illinois Hospital.

Bird, Rose. Chief Justice of the California Supreme Court (1970s).

Blackwell, Alice Stone. Daughter of Lucy Stone; worked for suffrage, temperance, peace, black rights; journalist (19th Century).

Blackwell, Elizabeth. America's first woman doctor; organized Central Relief Committee to train nurses for Union Gray (19th Century).

Blatch, Harriet Stanton. Suffragist; founded Equality League of Self-Supporting Women (1907).

Bloomer, Amelia. Dress reformer (1860s); credited with popularizing "bloomers" so women could have more freedom in dress.

Bourke-White, Margaret. Famous photographer of Depression Era (1930s).

American Women Worth Remembering (cont.)

Bow, Clara. The "IT" Girl; 1930s film star.

Bowser, Mary Elizabeth. Freed slave who hired herself out as a servant to Confederate President Jefferson Davis; spy for Union Army.

Boyd, Belle. Confederate spy; served time in federal jail after discovered.

Bradstreet, Anne. Colonial poet in Puritan New England; published poems in 1678; also mother of eight children.

Brandt, Molly. Mohawk Indian leader; aided British in New York during Revolutionary War.

Brent, Margaret. Maryland settler and landowner (1638); wealthy and influential but not allowed to vote.

Brooks, Gwendolyn. 20th Century poet. Won Pulitzer prize for poetry; first black poet to win a Pulitzer.

Brown, Minnijean. One of the first blacks to try to integrate Little Rock High School (1957).

Buck, Pearl. Author of The Good Earth (1930s); Nobel Prize Winner.

Burns, Lucy. Worked with Alice Paul on Woodrow Wilson's inauguration parade of 5,000 women for suffrage.

Burton, Gabrielle. Feminist author (1970s) of I'm Running Away From Home, But I'm Not Allowed to Cross the Street.

Caldwell, Sarah. (1920s) Opera producer, director, and conductor. Acknowledged as one of the great operatic producers in the world and often referred to as the "first lady of American opera."

Carroll, Anna Ella. Civil War strategist who suggested a plan that led to decisive Union victory, but never credited.

Carson, Rachel. Author of Silent Spring (1950s); scientist, early ecologist who warned against danger of pollutants.

Cary, Alice. First president of Sorosis (1868), first American women's club, organized in protest of men's clubs.

Cassatt, Mary. Successful and well known painter, 1845-1926.

Cather, Willa. Early 1900s author of pioneer life; received Pulitzer in 1922 for One of Ours.

American Women Worth Remembering (cont.)

Catt, Carrie Chapman. Women Suffrage Party organizer (1910); worked for suffrage on state level.

Champion, Deborah. Daughter of general in Revolutionary Army; delivered ambush warning to General Washington.

Child, Lydia Maria. Author and leader of anti-slavery movement (1830s-50s).

Chisholm, Shirley. 20th Century politician and legislator. First black woman elected to House of Representatives.

Cochrane, Elizabeth. "Nellie Bly"; one of most famous newspaper reporters of late 1800s; traveled around the world in 72 days.

Coppin, Fannie Jackson. Black slave who became prominent educator in Phiadelphia.

Corbin, Molly. First woman to fight for U.S. in Revolutionary War; replaced wounded gunner, was injured seriously.

Corey, Martha. Executed for being a witch in Salem witchcraft hysteria (1692).

Crandall, Prudence. Connecticut educator who tried to open school for black girls in 1840s.

Cross, Laura. At age 11 won the 1973 National Soap Box Derby.

Croly, Jane. Founder of Sorosis (1868) - first American women's club; journalist who wrote one of first syndicated women's columns.

Cumming, Kate. Civil War nurse to Confederate soldiers in 1862 in spite of great social pressure.

Darragh, Lydia. Quaker whose Philadelphian home was used by British soldiers (1777); she warned American officer of an attack, preventing American defeat.

Davis, Angela. Leading black communist of 1960s and 1970s.

DeBerdt Reed, Esther. Organizer of Philadelphian women (1780); raised $300,000 to support American army.

Dennett, Mary Coffin. Organized women supporters for birth control (1969).

American Women Worth Remembering (cont.)

DeRivera, Alice. Student who won court case to allow her to attend all male high school in New York (1969).

Dickinson, Anna. Talented orator during Civil War period; earned $23,000 a year in 1870s.

Dickinson, Emily. Poet whose work did not become fully appreciated until after her death (1886).

Didrikson, Mildred "Babe". Winner of two gold medals and one silver medal in track and field in 1932 olympics.

Dietrich, Marlene. Movie heroine (1930s).

Dix, Dorothea Lynde. Advocate for hospitals for mentally ill, rather than prisons (1840s).

Dodge, Grace Hoadley. Advocate for vocational training in high school (1890); founder of Columbia University Teachers College.

Duffy, Mary. Member of Overall Workers Union; among first working women to join suffrage movement (1907).

Duncan, Isadora. Founder of modern dance in early 1920s; revolutionary ideas about dance; died in bizarre accident.

Duniway, Abigail. Leading feminist in Pacific Northwest; started women's newspaper (1871) in Oregon.

Dunn, Belle. One of first women to serve aboard a Navy ship in WW I.

Douglass, Sarah. Opened day school for black children in Philadelphia at age 14 (1850s); also founder of Philadelphia Anti-Slavery Society.

Earhart, Amelia. Famous female aviator (1930s); first female to fly solo across Atlantic (1932).

Eaton, Harriet Cady. Signer of Seneca Falls Women's Rights Convention Declaration in 1848.

Eckford, Elizabeth. First black student to try to enroll at Little Rock High School in 1957; turned away by bayonets of National Guard.

Edelhart, Bonnie. Junior high student who bought suit against New York high school principal and others for preventing her from taking shop (1971).

American Women Worth Remembering (cont.)

Edmonds, Sarah Emma. Civil War soldier, alias "Franklin Thompson"; served as soldier, mail carrier and spy.

Ellet, Elizabeth. Historian of women's role in American history (the first); in 1848 published The Women of the American Revolution.

Farley, Harriet. Editor of "The Lowell Offering", a magazine by and about mill workers and about mill life. Early 1800s.

Farnham, Marynia. Author, Modern Woman: The Lost Sex, advocated against career women (1847).

Ferber, Edna. Author; novelist (1930s). Won Pulitzer Prize.

Ferguson, Miriam. "Ma" Ferguson; Governor of Texas (1925); followed husband into the position.

Ferguson, Renee. Black journalist (1970); wrote for Washington Post on black women's ideas about women's rights.

Firestone, Shulamith. Founder of Redstockings, militant women's rights group (1970s).

Fitzgerald, Ella. (B. 1918) Jazz singer, known around the world as "First Lady of Song." Voted top female singer by International Jazz Critic's Poll (1968).

Flynn, Elizabeth Gurley. Early 20th Century union organizer. Helped to found American Civil Liberties Union. Active in Industrial Workers of World and Communist Party.

Foote, Eunice Newton. Signer of Seneca Falls Convention Declaration of Women's Rights (1848).

Forten, Charlotte. Daughter of prominent black family in North; went South to educate freed blacks in post Civil War.

Franklin, Ann Smith. First woman printer in New England before American Revolution.

Friedan, Betty. Author of Feminine Mystique (1963).

Frietchie, Barbara. At age 96 displayed Union flag as Confederate Army marched through her town.

Fry, Elizabeth. Quaker minister and prison reformer (1810).

American Women Worth Remembering (cont.)

Fuller, Margaret. Leading Boston scholar in 1845; first female reporter on New York Tribune.

Gage, Frances. Leader of Onio Women's Convention; educator who went South to teach freed blacks after Civil War.

Garbo, Greta. Movie heroine (1930s).

Gaynor, Janet. Movie heroine (1930s).

Gibson, Althea. Black tennis champion; first black to compete at Forest Hills, New York and Wimbledon, England; won in 1957 and 1958.

Gilman, Charlotte Perkins. Published Women and Economics (1899); argued that women should be financially independent.

Goddard, Mary. Postmaster of Baltimore, Maryland. (1775).

Goldman, Emma. "Red Emma"; factory worker who was a leading anarchist and dedicated to social change (1885).

Graham, Katherine. Chairman of the Board of Directors, and Publisher, Washington Post Company. Staunchly supported her editors and reporters who pursued the Watergate story into the White House, uncovering obstruction of justice that involved President Nixon.

Grant, Anne. Education Task Force Director of NOW; working for school enforcement of Title IX (1970s).

Grasso, Ella. First female governor elected in her own right in Connecticut (1976).

Greenhow, Rose. Confederate spy; served time in federal jail.

Griffing, Josephine. Pressured Congress to create Freedmen's Bureau to help former slaves succeed (1865).

Grimke, Angelina and Grimke, Sarah. First women to speak publicly against slavery in South (1838, Boston).

Guthrie, Janet. First woman driver to race at Indianapolis 500 (1970s).

Gutridge, Molly. Poet during American Revolution.

Hale, Sarah Joseph. Editor of women's magazine, Godey's Lady's Book (1840).

American Women Worth Remembering (cont.)

Harlow, Jean. Movie heroine (1930s); made platinum blonde hair the beauty symbol of the decade.

Harper, Frances Ellen Watkins. Abolitionist worker on Underground Railroad, teacher, lecturer, poet, black author (1850s).

Hedgeman, Dr. Anna. Harlem advocate for black rights and women's rights (1970).

Height, Dorothy. President of National Council of Negro Women (1963).

Hellman, Lillian. Playwright/author (1930s).

Hobby, Oveta Culp (Colonel). Appointed Director of Women's Army Corp under Eisenhower, women who served in noncombatant duty (1942); later Secretary of Health, Education and Welfare.

Hopkins, Juliet. Headed Alabama Confederate Medical Services in Civil War.

Hosmer, Harriet. Sculptor, late 1800s.

Howe, Julia Ward. 19th Century suffragist who worked with Susan B. Anthony; also abolitionist.

Hunt, Jane. Worked with Elizabeth C. Stanton organizing Seneca Falls Convention (1948).

Hunton, Addie. Black Red Cross organizer in WW I of cultural, athletic, religious activities for 200,000 black soldiers.

Hutchinson, Anne. Expelled from Puritan community for challenging male leaders (early 1700s).

Huck, Winnifred. Succeeded her dead father to seat in House of Representatives (1922).

Jones, Mary Harris. "Mother Jones"; labor organizer who lost family in Yellow Fever Epidemic (early 1900s); fought for children's, men's, and women's rights.

Kankus, Roberta A. Licensed as first woman commercial nuclear power plant operator, 1976.

Keckley, Elizabeth. Former slave; founded an organization to aid freed slaves coming North from Civil War (1862).

American Women Worth Remembering (cont.)

Keller, Helen. Born unable to hear; learned to communicate and became renowned in her work to help people who couldn't hear or speak (1880-1968).

Kelley, Florence. Head of National Consumer League (1899); worked to abolish child labor and for better working conditions for women.

Kemble, Fanny. British actress (1834); married a Southerner and discovered he owned 700 slaves; became anti-slavery advocate.

Kennedy, Florynce. Black activist lawyer (1970s); working to abolish sexism and racism.

King, Billie Jean. First woman athlete to earn more than $100,000 in a year (1970s).

Kingston, Maxine Hong. Chinese American writer, best known for her autobiographical book, The Woman Warrior: Memoirs of a Girlhood Among Ghosts.

Krupsak, Mary Ann. First woman elected as New York State's Lieutenant Governor (1976).

Kuhn, Maggie. Founder of Gray Panthers, an organization which gained national attention for the rights of the elderly. 1960s-'70s.

Lange, Dorothea. Famous photographer (1930s), especially of social realities of the Depression.

Larcom, Lucy. Well-known New England mill girl (early 1800s); wrote many articles and was politically active.

Lease, Mary. 19th Century agrarian reformer and feminist. Nominated for county office in Kansas, even though she, as a woman, could not vote.

Lemlick, Clara. Leading organizer for Garment Workers Union (early 1900s); stirring speaker for fair wages and safe working conditions.

Lewis, Mrs. Lawrence. Imprisoned in Washington, D.C. for protesting for suffrage in front of White House (1917).

Lindberg, Anne Morrow. Author of Gift From the Sea, questioning role of American women (1950s); wife of Charles Lindberg.

Livermore, Mary. Leader of Chicago Sanitary Commission, aiding Union soldiers with medical aid, food; journalist (only woman reporter present at Lincoln's nomination); suffragist.

American Women Worth Remembering (cont.)

Lockwood, Belva. First woman to plead before the Supreme Court of the United States; Presidential candidate for Equal Rights Party (1884 and 1888).

Lombard, Carole. Movie heroine (1930s).

Lucas, Eliza. South Carolina planter who made indigo a successful crop (1700s); lost her rights when later married.

Luce, Clare Booth. U.S. Ambassador to Italy (1953-1955); former congresswoman and successful playwright.

Ludington, Sybil. Sixteen-year-old made 30-mile ride to call out militia against British (1777).

Ludwig, Mary. "Molly Pitcher," American Revolutionary War heroine; fought, cooked, nursed.

Lyon, Mary. Opened Mt. Holyoke Female Seminary in Massachusetts (1837); had curriculum equal to that of men's colleges.

McClintock, Mary Ann. Organizer of Seneca Falls Convention on Women's Rights (1848).

Mainardi, Pat. Author (1968) of The Politics of Housework.

Mason, Biddy. Famous black woman was pioneer, freed slave in Los Angeles; became nurse in California and died famous and wealthy (1854).

Masters, Sybilla. Inventor whose inventions were credited to her husband (1715).

Mead, Margaret. Famous anthropologist; known for her studies on sex roles in society (1920s-1978).

Millay, Edna St. Vincent. Feminist poet (1920s); won Pulitzer in 1923 for Ballad of the Harp-Weaver, a collection of poems.

Miller, Elizabeth Smith. Dress reformer (1860s); designed bloomer for easier mobility.

Miller, Frieda S. Chief of Women's Bureau, Department of Labor, after WW II.

Miner, Myrtilla. White woman who started first school to train black women as teachers before Civil War.

American Women Worth Remembering (cont.)

Minor, Frances and Minor, Virginia. Women who brought case to U.S. Supreme Court (1874) that, since women were citizens, they should be allowed to vote.

Mitchell, Margaret. Author of Gone With the Wind, which won 1937 Pulitzer Prize for literature.

Mitchell, Maria. Astronomer who discovered a comet and was first female elected to American Academy of Arts and Sciences (1847).

Monroe, Marilyn. Movie queen (1950s), felt by many to be sexually exploited; committed suicide at age 36.

Moody, Deborah. Headed first English settlement in area now Brooklyn, New York (1600s).

Morris, Esther. First woman to serve as Justice of the Peace; called "Mother of Woman Suffrage in Wyoming" (1869).

Mott, Lucretia. Quaker minister; served 40 years as President of Philadelphia Female Anti-Slavery Society; leading abolitionist.

Murray, Judith Sargent. Author and feminist (1779); advocate for better educational opportunities for women.

Nation, Carry. Eccentric, hatchet-wielding, saloon-smashing member of Women's Christian Temperance Union (1870s).

Nichols, Mary Sargeant. Reformer of women's health practices (1830s); first woman to lecture on anatomy, hygiene and physiology.

Norton, Eleanor Holmes. Black New York City Human Rights Commissioner; worked to abolish racism and sexism (1970s). Chaired Carter Administration Equal Employment Opportunities Commission (EEOC).

Nurse, Rebecca. Hung as a witch during Salem witchcraft hysteria (1692).

Olivarez, Garciella. Cofounded the Comision Feminil Mexicana Nacional; helped to develop model service center for working women and child care centers in California (1970s).

O'Shaugnessy, Helen. One of the first women to serve aboard Navy ship in WW I.

Owen, Ruth Bryan. Daughter of William Jennings Bryan; foreign minister to Denmark (early 1900s).

American Women Worth Remembering (cont.)

Owens-Adair, Bethenia. First woman doctor in the West (1871); met considerable prejudice.

Parker, Dorothy. Short story and film writer (1930s).

Paul, Alice. Suffragist, organizer of parade of 5,000 women on day before Woodrow Wilson's inauguration; formed Women's Party.

Peck, Annie S. Explorer and scholar; climbed Matterhorn as well as 20,000-foot peaks in South America (early 1900s).

Pember, Phoebe. Confederate hospital administrator in Civil War.

Perkins, Frances. Appointed Secretary of Labor by F.D. Roosevelt (1930s); first woman to achieve cabinet rank; worked for minimum wage and abolition of child labor.

Pickford, Mary "America's Sweetheart"; movie star (1930s); feminine image of innocence.

Pocahantas. (1595-1617) Colonial Indian woman, real name Matoaka; promoted peaceful relations between settlers in Virginia and Indian tribes; credited with saving the life of Captain John Smith.

Porter, Katherine Anne. Short-story writer (1930s); National Book Award.

Poher, Helen. Successful professional mimic who imitated both men and women and made a fortune at the peak of her career.

Priest, Ivy Baker. Served as U.S. Treasurer under President Eisenhower.

Provoost, Mary. Colonial businesswoman in New York (1700s).

Pryor, Margaret. Signer of Seneca Falls Convention Declaration of Women's Rights (1848).

Putnam, Anne. Young girl in Salem who claimed to be possessed; her testimony led to hanging of "witches" (1692).

Putnam-Jacobi, Mary. Foremost female doctor in late 19th century (1894); suffrage advocate.

Rankin, Jeannette. First female member of House of Representatives (1916); a pacifist; twice lost her seat by voting against entry into war.

American Women Worth Remembering (cont.)

Restelle, Madame. Noted abortionist in New York (1840s).

Riker, Janette. Survived alone through winter in Dakota country after her father an brother disappeared on way to Oregon (1849).

Robertson, Alice. Elected to House of Representatives (1920).

Robins, Magaret Dreier. Founder of National Women's Trade Union (1903) to improve working conditions.

Roosevelt, Eleanor. Most active first lady in American history; wife of Franklin D. Roosevelt; U.S. delegate to United Nations, 1945.

Rose, Ernestine. Polish woman who disputed her arranged marriage; lobbied for women's property rights (1848).

Ross, Betsy. Legendary creator of first American flag; well-known but story not confirmed.

Ross, Nellie Taylor. Governor of Wyoming; Treasurer of U.S. (early 1900s).

Royall, Anne. Controversial, outspoken newspaper editor for 23 years (late 1800s).

Ruffin, Josephine St. Pierre. Founder of National Association of Colored Women (1895).

Sabin, Florence Rhena. M.D. from Johns Hopkins; first female professor at Rockefeller Institute of Medicine (1925-1948).

Sacajawea. Guide on Lewis and Clark Expedition (1804-1806); Shoshone Indian; interpreter, cook, nurse, etc.

Sampson, Deborah. Enlisted as Continental soldier during the Revolutionary War under the name "Robert Shurtleff"; fought until wounded and then discovered.

Sanchez, Bonnie Cruz. Student won court case forcing her school to allow her to take metalworking shop course (1969).

Sanger, Margaret. Nurse and advocate of birth control; journalist; founder of Planned Parenthood; jailed eight times for her work (1920s).

Schneiderman, Rose. Well-known labor leader (1907).

American Women Worth Remembering (cont.)

Schofield, Martha. Teacher who went South to educate freed blacks after Civil War.

Scott, Mrs. Joe. Founded first school for blacks in Alameda City, California; freed slave who pioneered West after the Civil War.

Sescumb, Mary. Eighteen-year-old bride who managed entire North Carolina plantation during Revolutionary War.

Shaw, Anna Howard. Pioneer, minister and M.D. (1885); worked in slums; became President of National Woman Suffrage Association; later became active in WW I.

Sheffield, Mary. Teacher of National Freedmans' Relief Association (1864); died of disease in Memphis.

Shirley, Myra Belle. "Belle Starr"; well-educated daughter of upper-class parents who became outlaw in Texas (1863-1889).

Sloan, Margaret. Founder of National Black Feminist Organization (1973); an editor of Ms. Magazine.

Smith, Bessie. Black singer (1930s), made over 160 recordings; known as "Empress of Blues."

Smith, Margaret Chase. Senator from Maine (1948).

Spalding, Eliza. One of first women to cross Rockies (1836); taught religion and weaving to Nez Perces Indians in Oregon.

Stadd, Mary Ann. Teacher, editor, journalist, lawyer, black abolitionist (1823).
Stanton, Elizabeth Cady. Convened Seneca Falls Convention on Women's Rights (1848).

Steinem, Gloria. Editor of Ms. Magazine; a leader of feminist movement (1970s).

Stein, Gertrude. 20th Century poet born in America who lived most of her life in Paris, France.

Stewart, Frances Maria. First American woman public lecturer (black); advocate for education for free blacks (early 1800s).
Stone, Lucy. Ardent campaigner for women's rights; one of first women to graduate from college (1885).

American Women Worth Remembering (cont.)

Stowe, Harriet Beecher. Author of Uncle Tom's Cabin (1852).

Surratt, Mary. Hung for being an "accomplice" to assassination of Abraham Lincoln; innocent (1865).

Swisshelm, Jane Grey. 19th Century editor, abolitionist and feminist. Had to struggle for right to sit in U.S. Senate press gallery--first woman to do so.

Taylor, Marion. First woman telegrapher in WW I; received secret reports of ship movement in Atlantic.

Taylor, Susie King. Author; served in first black regiment in Civil War as nurse, teacher, laundress.

Terrell, Mary Church. First president of National Association of Colored Women (1895); suffragist and spokesperson for black women's rights.

Thomas, Jane. Rode 66 miles to warn of British attack in American Revolutionary War.

Tituba. Barbados slave whose tales of sorcery fomented Salem witch trials (17th Century).

Towne, Laura. Teacher who went South to educate freed blacks after Civil War.

Truth, Sojourner. Real name Isabella Baumfree; black spokeswoman for abolition and women's rights (1850s).

Tubman, Harriet. Underground railroad's most famous conductor; was legendary and called "Moses" by slaves; Civil War fighter.

Turell, Jane Coman. Poet in Colonial America.

Uchida, Yoshido. Japanese American writer known for her novels about Japanese concentration camps during WW II. Journey to Topaz and Journey Home.

Van Lew, Elizabeth. Civil War spy; helped Union soldiers escape from prison and hid then.

Valasquez, Loreta. Soldier, spy and railroad conductor; ran supply blockades to South in Confederate Army.

Walker, Mary. Missionary in Spokane, Washington (1830).

Walker, Dr. Mary. Civil War doctor and spy; served as a surgeon with the Union Army, received the Medal of Honor, the highest military award given by the U. S. Government.

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American Women Worth Remembering (cont.)

Ward, Nancy. Cherokee leader; head of tribal women's council (1776); secretly warned Tennessee settlers of planned pro-British attack.

Warren, Mercy Otis. Patriot and outstanding writer during Revolutionary War.

Washburn, Florinda. Financed her own wagon to California gold mining territory; set up millinery shop, became wealthy (1850).

Washington, Martha. George Washington's wife; worked hard for war effort in Revolutionary War; first First Lady.

Weeks, Lorena. Landmark case upholding Title VII anti-discrimination law vs. Southern Bell (1971).

Wells-Barnett, Ida. Leader of one-woman crusade against lynching of black women and men by mobs; speaker and author (1862-1931).

West, Mae. Movie herione (1930s).

Wheatley, Phillis. Black poet; published book in 1773; Northern slave.

Whitman, Narcissa Prentiss. Missionary to Indians; killed in Whitman Massacre in 1847.

Willard, Emma. Established Troy Female Seminary in New York; advocate of equal education for women (1821).

Willard, Frances. National President of Women's Christian Temperance Union (1880); also suffrage advocate.

Williams, Abigail. One of girls to testify at Salem witch trial leading to hangings of "witches" (1692).

Williams, Fannie Barrier. Founder of women's club movement for black women (1895).

Willis, Ellen. One of founders of Redstockings, radical feminist group (early 1970s).

Winslow, Rose. Suffragist arrested and jailed (1917) in Washington, D.C. after parading in front of White House.

Wittenmeyer, Annit. Famous Civil War nurse organized hospital diet kitchens for sick and wounded.

Woodhull, Victoria. 19th Century feminist; published weekly magazine advocating suffrage and sexual freedom, among other things (1870s).

Wright, Martha. Suffragist initiator of Seneca Falls Convention on Women's Rights (1848).

Some Notable American Women

- Shirley Chisholm
- Anne Hutchinson
- Dorothea Lange
- Sacajawea
- Victoria Woodnull
- Harriet Tubman
- Anna Howard Shaw
- Elizabeth Cady Stanton
- Abigail Adams
- Althea Gibson
- Mother Jones
- Maria Mitchell
- Sojourner Truth
- Lucretia Mott
- Angelina and Sarah Grimke
- Emma Goldman
- Susan B. Anthony
- Gwendolyn Brooks
- Isadora Duncan
- Harriet Farley
- Ida Wells-Barnett
- Margaret Sanger
- Amelia Earhart
- Sarah Bagley
- Alice Paul
- Phillis Wheatley
- Rachel Carson
- Prudence Crandall
- Mary McLeod Bethune
- Elizabeth Blackwell

Which Notable American Woman Did This?

1. Suggested to her husband, who was helping to write the United States Constitution, that he consider women's rights too ________

2. Worked to free many slaves, guiding them on the Underground Railroad ________

3. One of this country's first advocates for women workers ________

4. Black tennis champion ________

5. Astronomer ________

6. Published magazine advocating suffrage, as well as sexual freedom ________

7. Shoshone Indian who guided Lewis and Clark Expedition ________

8. Expelled from Puritan community for "preaching" (discussing religion), something only men were allowed to do ________

9. Spoke and wrote against lynching of blacks ________

10. Pioneer, minister, and physician ________

11. Quaker minister and leading abolitionist ________

12. First black woman elected to House of Representatives ________

13. Former slave owners who were first women to speak publicly against slavery (and were criticized for it) ________

14. Founder of modern dance in early 1920s ________

15. Early ecologist (1950s) who warned against dangers of pollutants ________

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16. First black poet to win a Pulitzer Prize ____________________

17. Former slave spokeswoman for abolition and women's rights
____

18. Photographer during the Depression ____________________

19. First female to fly solo across the Atlantic ____________________

20. Author of Women's Suffrage Amendment ____________________

21. Labor organizer in early 1900s ____________________

22. Suffragist and activist; wrote the Equal Rights Amendment
____

23. Advocate of birth control; founded Planned Parenthood
____

24. Factory worker who was a leading anarchist ____________________

25. Editor of a magazine by and about female workers in Lowell, Massachusetts ____________________

26. Tried to open school for black girls in Connecticut in 1840s
____

27. First woman doctor in United States ____________________

28. Black educator who founded a school for girls in Florida in the early 1900s ____________________

29. Early women's rights worker who organized Seneca Falls Convention
____

30. Slave who published poetry book in 1700s ____________________
____

Which Notable American Woman Did This?

1. Suggested to her husband, who was helping to write the United States Constitution, that he consider women's rights too Abigail Adams
2. Worked to free many slaves, guiding them on the Underground Railroad Harriet Tubman
3. One of this country's first advocates for women workers Sarah Bagley
4. Black tennis champion Althea Gibson
5. Astronomer Harriet Mitchell
6. Published magazine advocating suffrage, as well as sexual freedom Victoria Woodhull
7. Shoshone Indian who guided Lewis and Clark Expedition Sacajawea
8. Expelled from Puritan community for "preaching" (discussing religion), something only men were allowed to do Ann Hutchinson
9. Spoke and wrote against lynching of blacks Ida Wells-Barnett
10. Pioneer, minister, and physician Anna Howard Shaw
11. Quaker minister and leading abolitionist Lucretia Mott
12. First black woman elected to House of Representatives Shirley Chisholm
13. Former slave owners who were first women to speak publicly against slavery (and were criticized for it) Angelina and Sarah Grimke
14. Founder of modern dance in early 1920s Isadora Duncan
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16. First black poet to win a Pulitzer Prize Gwendolyn Brooks

17. Former slave spokeswoman for abolition and women's rights
Sojourner Truth

18. Photographer during the Depression Dorothea Lange

19. First female to fly solo across the Atlantic Amelia Erhart

20. Author of Women's Suffrage Amendment Susan B. Anthony

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22. Suffragist and activist; wrote the Equal Rights Amendment
Alice Paul

23. Advocate of birth control; founded Planned Parenthood
Margaret Sanger

24. Factory worker who was a leading anarchist Emma Goldman

25. Editor of a magazine by and about female workers in Lowell, Massachusetts Harriet Farley

26. Tried to open school for black girls in Connecticut in 1840s
Prudence Crandall

27. First woman doctor in United States Elizabeth Blackwell

28. Black educator who founded a school for girls in Florida in the early 1900s Mary McLeod Bethune

29. Early women's rights worker who organized Seneca Falls Convention
Elizabeth Cady Stanton

30. Slave who published poetry book in 1700s Phillis Wheatley

Family Work History

Generation	Women: Jobs Held	Men: Jobs Held
Great grandparents (great-great-aunts, great-great-uncles great-grandparents)		
Grandparents (grandmothers, grandfathers, great-aunts, great-uncles)		
parents (mother, father, aunts, uncles)		
Your generation (you, sisters, brothers, cousins)		

From Barbara Gates, Susan Klaw and Adria Steinberg, Changing Learning, Changing Lives (Feminist Press, 1979).

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RULES FOR FEMALE TEACHERS

1. Do not get married.
2. Do not leave town at any time without permission of the school board.
3. Do not keep company with men.
4. Be home between the hours of 8 P.M and 6 A.M.
5. Do not loiter downtown in ice cream stores.
6. Do not smoke.
7. Do not get into a carriage with any man except your father or brother.
8. Do not dress in bright colors.
9. Do not dye your hair.
10. Do not wear any dress more than two inches above the ankle.

—From a 1915 Massachusetts school-department manual

History of "Bread and Roses" Song

In Lawrence, Massachusetts in 1912, 20,000 women textile workers walked out of their jobs to protest what amounted to a cut in their weekly pay. They were on strike for ten weeks. The immediate cause of their walkout was a new labor law passed by the state government limiting the number of hours women and children could work to 54 hours a week. The women had been earning $8.76 each week for 56 hours of work. The textile companies had to cut the workers' hours and would not compensate the 31 cents a week lost due to that cut in hours. As the women marched in protest, a young girl held up a sign which read, "We fight for bread, but we fight for roses too." This prompted James Oppenheim to write the poem, "Bread and Roses," to which Carolyn Kohlsaat later wrote music.

Summarized from Edith Fowke and Joe Glazer, Songs of Work and Protest (New York: Dover Publishing, Inc., 1973), p. 71.

BREAD AND ROSES

Music by Carolyn Kohlsaat
Words by James Oppenheim

As we go marching, marching
in the beauty of the day,
A million darkened kitchens,
a thousand mill lofts gray,
Are touched with all the radiance
that a sudden sun discloses,
For the people hear us singing:
"Bread and roses! Bread and roses!"

As we go marching, marching,
we battle too for men,
For they are women's children,
and we mother them again.
Our lives shall not be sweated
from birth until life closes;
Hearts starve as well as bodies;
give us bread, but give us roses!

As we go marching, marching,
unnumbered women dead
Go crying through our singing their
ancient call for bread.
Small art and love and beauty their
drudging spirits knew.
Yes, it is bread we fight for - but we
fight for roses too!

As we go marching, marching,
we bring the greater days.
The rising of the women means
the rising of the race.
No more the drudge and idler -
ten that toil where one reposes,
But a sharing of life's glories:
Bread and roses! Bread and roses!
Our lives shall not be sweated from
birth until life closes;
Hearts starve as well as bodies;
Bread and roses! Bread and roses!

Oral History Interviewing

Most history texts are overwhelmingly biased towards the accomplishments of white males. As a result, few of us have an understanding of the history of women's lives. Oral history, or the gathering of history by interviewing people, is an excellent tool for recapturing the history of people traditionally forgotten by textbook writers.

In interviewing a relative about women in your family's history, consider that the best sources are the people who have had the experiences themselves. If you (the student) have an elderly, living relative or acquaintance you can go talk to, that person will provide the best story. The next best source will be the oldest living person who personally, from first-hand experience, remembers the woman you wish to know about. The farther removed the source from the subject, the less information you will be able to collect.

Follow this approach:

1. After deciding which female relative you want to learn about, identify who will be the best source of information on that person. Ideally it will be that relative herself. The person you interview is called the narrator.

2. The next step is to figure out how you will elicit information from the narrator. Think about questions you will ask, and list them in a logical order (See WINC Resource List--Our Roots). The best approach is to ask questions about the person's life--questions which will "prime the pump" and get your source person started with reminiscing about life "way back then."

3. Determine whether or not you will use a tape recorder. Years from now you might be happy that you did. If you plan to use a recorder, practice with the recorder prior to using it with your narrator. If you don't use a recorder you will have to take very careful notes.

4. Practice your interviewing skills by interviewing a fellow student about her own childhood (see WINC Activity--Introduction to Oral History: Interviewing Classmates). When interviewing, keep these things in mind:

   a. Give the narrator time to think, and don't be afraid of pauses.

b. Ask open-ended questions rather than questions which will bring only "yes" or "no" or one word answers.

c. Don't feel you have to stick to your list of questions if the narrator is talking about something interesting.

5. Conduct your interview and take notes or record it.

6. Transcribe your results, or parts of your interview.

   Transcribing is putting into writing your notes or taped interview. If you have a long taped interview which you can't transcribe, be sure to index it. Indexing is labeling on a piece of paper the parts of the interview throughout. You can do this in time sequences (every three to five minutes) or as the subjects change. (See examples of transcribing and indexing.)

7. Share the results with your class.

   NOTE: Learning these interviewing skills will help you throughout the WINC course as you talk to guest speakers and women in your community who work in nontraditional jobs.

Oral History--Indexing and Transcribing

Interview with R. Dickson
April 1, 1980

Example of Indexing Oral History Tape:

Tape #1 Side #1	0-3	Depression in Texas cotton country
	3-7	Move to Arizona to work in copper mines
	7-11	Her children and what they were doing during the war. Mentions the attitude of Oregonians towards the children of people recently arrive from the South.
	11-12	Daily life in Portland during the war
	12-17	Coming to Portland; original plans and how they changed. Includes discussion of differences between her attitude and her husband's.
	17-21	Trip to Portland
	21-24	Housing: Vanport, apartment, house
	24-25	Getting a war job in Portland. Includes disagreement with husband about whether Rosa should work in the shipyards.
	25-30	Description of her job as a helper in the shipyard (Albina)

Example of Oral History Transcription:

Especially was the South so hard hit because of cotton. The prices of cotton just dropped from 40 cents a pound to 19 and 20 after World War I...We had big money, big prices and all of this. And then when the war was over, we had the crash...

Q. Were you living on a cotton plantation?

A. Well, my father and mother were young married people who came to Texas and settled in 1884. And they built their farm from nothing. He had about 260 acres. You wouldn't call that a plantation! Just a farm. And I was born and raised there on that farm.

Q. So during the Depression, the farm was not doing so well?

A. No, I don't know if you remember during that time they had to shoot so many cattle because of the drought... I am trying to remember who was President then...Roosevelt.

Northwest Women's History Project (Portland, Oregon, 1980).

Our Roots--Sample Interview Questions

1. What can you remember from childhood about women and work?
2. What types of things did your mother do during an average day?
3. What can you recall about "work" your grandmother was involved in (everyday or special project)?
4. When you were a child what kinds of thoughts did you have about what your adult life would be like?
5. What kinds of games did you play as a child?
   How did your play differ from the play of your brothers or of boys your age?
6. What kinds of activities and work did your mother do outside the home?
7. What were your father's feelings and attitudes about women working?
8. What was your life like when you were a teenager, before married, after married, when your children were small?
9. Did you ever work outside the home? If so, what did you do?
10. Do you work now outside your home?
    - If so, what is your work like?
    - What do you like about it?
    - What do you dislike about it?
    - If not, have you ever considered it?
    - Why?
    - Why not?
11. If you could have any kind of job in the world, what would you like to do?
12. If you were to go back into the job market sometime in the future, what kind of work would you seek? Why?
13. How do you think my working life might be different from yours?

Something Old, Something New Something Borrowed, Something Due:

Women and Appropriate Technology

* * *

We women had our children to care for, meat to cook and to dry, robes to dress, skins to tan, clothes, lodges and moccasins to make. Besides these things we not only pitched the lodges, but we took them down and packed the horses and the travois when we moved camp; and we gathered the wood for our fires too.

We cut good, lean meat into strips and dried it a little; then roasted it until it looked brown. After this was done, we pounded the dry meat with stone hammers that are found nearly everywhere. They were made by The-ones-who-lived-without-fire. Next we soaked ripe chokeberries in water, and then used this water to boil crushed bones. When the kettle of boiled bones was cool we skimmed off the grease from the bone-marrow, mixed it with the pounded meat, poured this into buffalo heart skins, and let it get solid...

Paint...we made hold its color with the gum, the water-colored gum, that one sees on chokecherry trees; and we used buffalo hoofs, too. We boiled them until they trembled (jellied), mixed this with our paint, let it dry, and then cut it into squares. Water of grease made the color come again from these squares, anytime after this was done.

—Pretty Shield, Crow Indian, reported by Frank Linderman
in Red Mother, *John Day, 1932*

* * *

Women always have been technologists: they developed the survival technologies of food gathering and preservation, shelter building, clothing production and healing. They produced their goods "to be of use" in daily life. The strands of these traditional "women's technologies" still twine through women's involvement in technology today, in gardening, weaving co-operatives, and the self-help health movement. But today, appropriate technologists refuse to validate women's skills, just as their ancestors centuries ago denigrated woman's creation of functional pottery and sewing utensils compared to man's production of religious icons.

It is frequently suggested or implied that the first tools were, in fact, the weapons of the hunters....However, since we really don't know what the early stone tools such as handaxes were used for, it is equally probable that they were not weapons at all, but rather aids in gathering. We know that gathering was important long before much animal protein was added to the diet, and continued to be important. If however, instead of thinking in terms of tools and weapons, we think in terms of cultural inventions, *a new aspect is presented. I suggest that two of the* earliest and most important *cultural inventions were containers to hold the products of gathering and some sort of sling or net to carry babies.*

—Sally Slocum
Woman the Gatherer: Male Bias in Anthropology, 1971

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There are many women around me (in Mississippi) who would serve as models of executiveness anywhere. They do double duty, a man's share in the field, and a woman's part at home. They do any kind of field work, even ploughing, and at home the cooking, washing, milking and gardening. But these women have husbands; let me tell you of some widows and unaided women:

Mrs. Hill, a widow, has rented, cultivated, and solely managed a farm of five acres for five years. She makes her garden, raises poultry, and cultivates enough corn and cotton to live comfortably, and keep a surplus in the bank.

Mrs. Jane Brown and Mrs. Halsey formed a partnership about ten years ago, leased nine acres and a horse, and have cultivated the land all that time, just the same as men would have done. They have saved considerable money from year to year and are living independently. They have never had any expenses for labor, making and gathering the crops themselves.

Mrs. Henry, by farming and peddling cakes has the last seven years laid up seven hundred dollars. She is an invalid, and unable to work at all times. Since then she has been engaged in planting sweet potatoes and raising poultry and hogs.

—A letter from Miss Montgomery, the daughter of an ex-slave, to Frances Ellen Watkins Harper, black feminist writer and lecturer, 1878. "Coloured Women of America," Englishwomen's Review, January 15, 1878, pp 10-15, as reprinted in **Black Women in White America,** *Gerda Lerner, Random House, New York, 1972.*

* * *

DAILY CHORES

All the lamps were kerosene; we had to clean the chimneys (glass part), refill the kerosene and replace the wick.

We brought water from the well in a yoke carrying buckets. Lighting the samovar for tea meant stoking coals in a piece they called the chimney in the center of the samovar. It took half an hour to an hour for the coals to get hot and then another half an hour for the water to get hot enough to make tea.

WEEKLY CHORES

Baking bread: We used 30 to 40 pounds of flour in a big tub. First we had to sweep the oven floor because we put the bread right on the oven floor; the oven was built into the wall about three feet up, so we used long sticks with a sort of spatula on the end and shoved in the loaves. JOKE: A young wife, who is kneading bread in her husband's house, meets her husband's mother for the first time. She is dripping and pouring with sweat and she aks her mother-in-law how long she is going to have to knead the bread. Her mother-in-law says, "Until that post gets wet."

Washing clothes: We would heat water and pour it into a big wooden tub about four feet in diameter and take wood ashes from the oven and wrap them in a cloth and put it in the water to soften the water; we used bar soap (plain yellow soap). We would rub the clothes together and wash them twice and then take them to the river to rinse them, and beat them with a stick to get more dirt out. In the winter time, when the river was frozen over, we had to cut a hole in the ice; my hands used to get so numb that I used to take a pitcher of hot water with me so that I could dip my hands into the hot water to get some feeling back in them. To dry the clothes I had to hang them up in the attic and they would take a week to dry between freezing and thawing until dry. To iron I would put coals inside the iron, so I would heat the coals first to put them in the iron. We also had irons that we stuck in the oven to heat. We had a wood floor, but some people had dirt floors, so they had to pat lime on it once a week with their hands to seal the floor; they had to use their hands—there were no tools—to keep the dirt from coming up.

—Priva Alper, 85
Los Angeles

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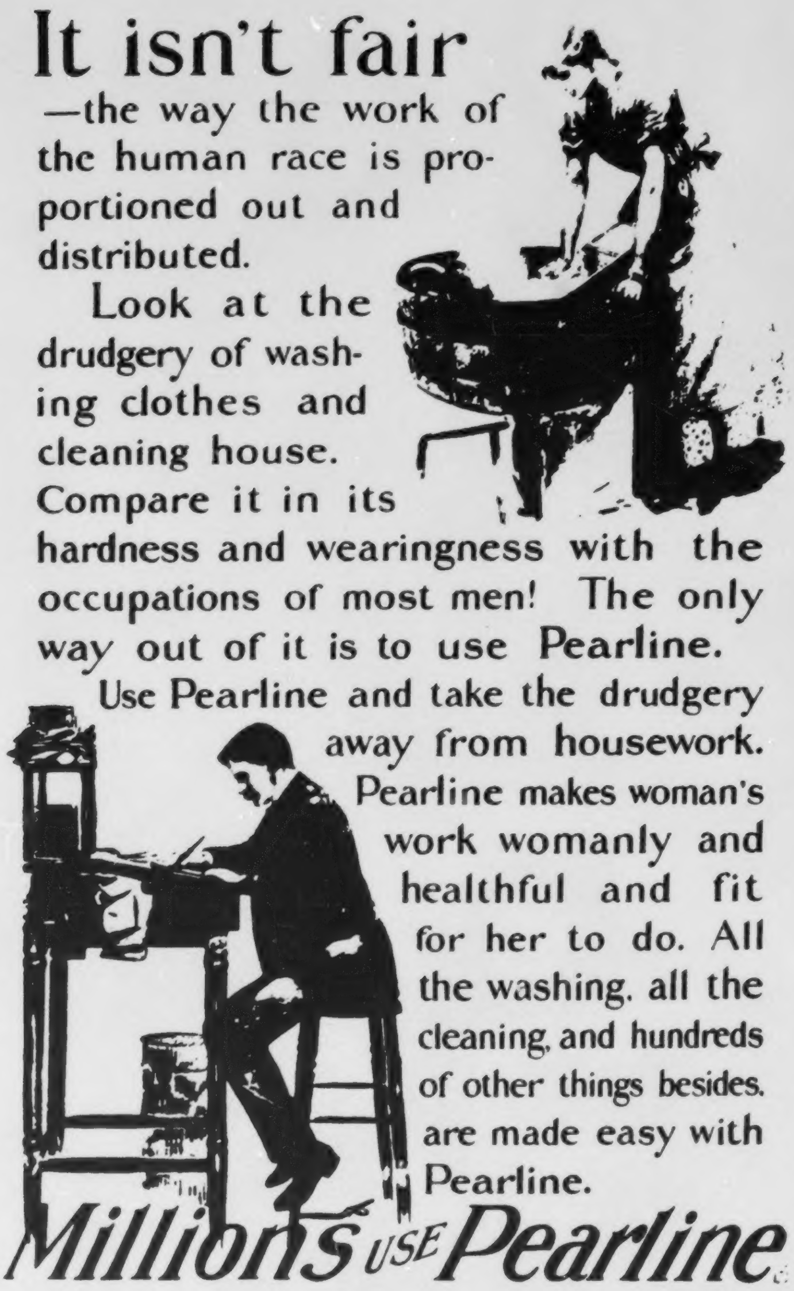
Women homesteaders cooked on a woodstove, washed clothes with a scrub board in large black pots over fires in the yard, made clothing, bedding and quilts by hand, grew vegetables and put them up for the winter, raised chickens, churned butter and used the egg and butter money for store-bought necessities. They also worked in the fields when necessary. There are instances of single women and widowed women with children coming to Montana and proving up homesteads.

—*Montana Women's History Project*

* * *



It isn't fair

—the way the work of the human race is proportioned out and distributed.

Look at the drudgery of washing clothes and cleaning house. Compare it in its hardness and wearingness with the occupations of most men! The only way out of it is to use Pearline.

Use Pearline and take the drudgery away from housework. Pearline makes woman's work womanly and healthful and fit for her to do. All the washing, all the cleaning, and hundreds of other things besides, are made easy with Pearline.

Millions use Pearline

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ADDITIONAL RESOURCES

Additional Resources

PRINT

Frontiers-A Journal of Women Studies, Vol. II, No. 2 (special issue on women's oral history). Boulder: Women's Studies, University of Colorado, Summer 1977.

Generations: Women in the South. Chapel Hill, North Carolina: Southern Exposure. Distributed by Feminist Press.

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Jensen, Joan. *With These Hands*. Old Westbury, New York: Feminist Press, 1981.

Kessler-Harris, Alice. *Women Have Always Worked: An Historical Overview*. Old Westbury, New York: Feminist Press, 1981.

Millstein, Beth and Bodin, Jean. *We the American Women: A Documentary History*. Chicago: Science Research Associates, 155 North Wacker Drive, 1977.

Nichols, Susan Cary, Price, Alice M. and Rubin, Rachel. *Rights and Wrongs: Women's Struggle for Legal Equality*. McGraw Hill, 1980. Distributed by Feminist Press.

Rosenfelt, Deborah Silverton. *Strong Women: An Annotated Bibliography for the High School Classroom*. Old Westbury, New York: The Feminist Press, 1976. ($2.50.)

Sanders, Beverly. *Women in American History: A Series*. New York, AFT Publications, 1979. (Distributed by Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.)

Smith, Judy. Something Old, Something New, Something Borrowed, Something Due: Women and Appropriate Technology. Butte, Montana: National Center for Appropriate Technology (P.O. Box 3838), 1978.

Sterling, Dorothy. Black Foremothers. McGraw Hill, 1979. Distributed by Feminist Press.

They Chose Greatness: Women Who Shaped America and the World. Lansing, Michigan: Office for Sex Equity in Education, Department of Education. (This resource is free of charge.)

Thompson Tetreault, Mary Kay. Women In America: Half of History. Chicago, Illinois: Rand McNally and Company, 1978.

Wigginton, Eliot, ed. The Foxfire Books, Vols. I, II and III. New York: Doubleday, 1972.

NONPRINT

The American Parade: We the Women, 16mm color, 30 minutes (Grades 7-12). BFA Educational Media, 1973.

Provides an introduction to the American women's movement by using anecdotes and incidents from such leaders as Susan B. Anthony, Sojourner Truth, Betty Friedan, and Shirley Chisholm.

Deborah Sampson: A Woman in the Revolution, 16mm color, 15 minutes (Grades 7-11). BFA Educational Media, 1976.

Documents the career of Deborah Sampson who fought in the Revolutionary War under an assumed name, disguised as a man.

Susan B. Anthony, 16mm black and white, 19 minutes (Grades 9-12). Encyclopedia Britannica Films, 1951.

Story of her work and highlights of her activities.

With Babies and Banners, 16mm color, 45 minutes (Grades 9-12). New Day Films, 1979.

Story of the Women's Emergency Brigade which was formed in support of the General Motors strike in 1937. Actual interviews of women involved. (Academy Award Nomination.)

Women Get the Vote. 16mm black and white, 27 minutes (grades 10-12). McGraw-Hill, 1962.

Traces historical progress of women's right to vote in the United States.

Women's Rights in the United States-An Informal History, 16mm color, 27 minutes (Grades 9-12). Atlantis, 1973.

Documents the history of the women's rights movement in the United States from the beginnings to the present day.

The Life and Times of Rosie the Riveter, 16mm color, 60 minutes (Grades 9 - Adult). Transit Media, 1980.

Documents the experiences of five women who took jobs in heavy industry during WW II.

The Diary of Anne Frank, 3 filmstrips with cassettes (Grades 7-12). Films, Inc., 1959.

In 1942, to escape Nazi persecution of the Jews during the occupation of Holland, 13-year-old Anne Frank went into hiding with her parents and the Van Daan family.

American Woman: Two Hundred Years of Authentic Fashion. (Grades 9-12). Butterick, 1974.

The two-part program, designed for wide audience appeal, introduces the role of fashion in the history of the American woman.

"And Ain't I A Woman?" six filmstrips with cassettes, color (Grades 10-12). Schloat, 1975.

Through the writings and speeches of some 30 women, from colonial times to the present, the program forcefully depicts women's feelings about their position in society, their view of themselves and their vision of the future.

Famous Women of America, six filmstrips with cassettes (Grades 5-8). Society for Visual Education, 1974.

Presents the lives of women who have made significant contributions to American society.

The Genius of American Women, four filmstrips with cassettes (Grades 10-12). Educational Dimensions, Inc., 1974.

Examines the story of women in America from the earliest days to the present in government, politics, society, and the arts and letters.

Women: An American History, six filmstrips with cassettes (Grades 7-12). Encyclopedia Brittanica Educational Corp., 1976.

> Examines the changing role of American women from colonial times to the present. Explores social, economic, educational, and political changes that have affected women's roles.

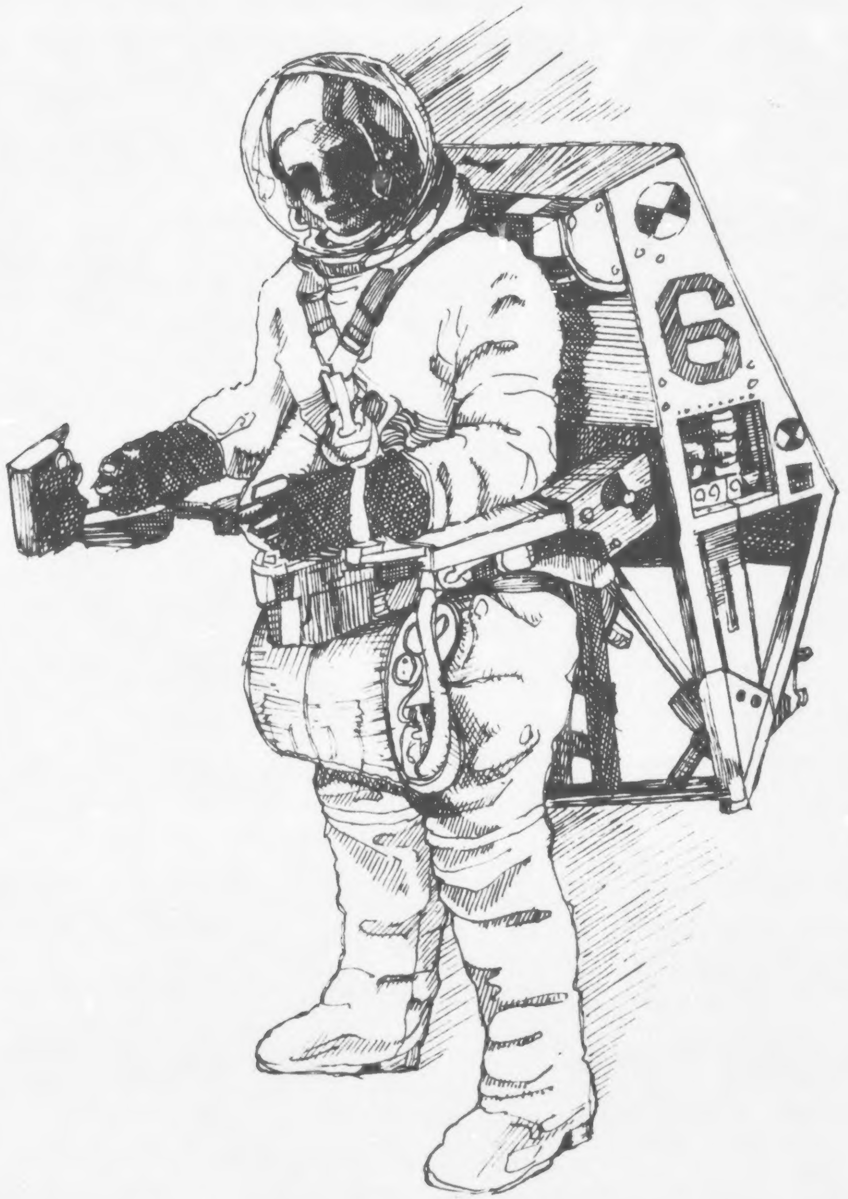
Women's Work in America, 1620-1920, four filmstrips with cassettes (Grades 10-12). Schloat, 1974.

> Presents an historical survey of some of the diverse roles occupied by women since the beginning of our American society.

Recovering Our Past: The Struggle of Women's Suffrage, 24 minutes. Feminist History Research Project.

> Combines the recorded voices of women who participated in that struggle with historical engravings and photographs that depict the 72-year-long battle for the right to vote.

UNIT II:
Women and Work — Today and Tomorrow



Unit II: Women and Work — Today and Tomorrow

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Overview

During the 1970s the women's movement gained considerable momentum and affirmative action efforts enabled a few women to begin to make inroads into the segregated job market. As this happened, journalists focused attention on these "trailblazers," publicizing their problems and successes. At the same time, advertisers and the media began to pick up the language and goals of the women's movement and use them to sell products and promote programs. All of this publicity has created a myth that women really have "come a long way" in achieving equal employment opportunities. This myth is especially subscribed to by young women, whose real-world experiences have not yet provided adequate messages to the contrary.

The contrast between the myth and the reality is stark. Most women will work approximately 25 years of their life and most women workers still earn about 59 cents for every dollar that a man earns. Women work primarily in low paying, dead-end traditional jobs like assembly line operators, food service workers, secretaries and clerical help, teachers, nurses, and retail sales clerks. Whether they are married or single heads of household, women work because of economic need, and the percentage of women who are in management, successfully employed in the trades or in other nontraditional jobs is minuscule. Women have not really come very far and examination of the facts should encourage young women to take career planning more seriously than they have in the past.

The unit on Women and Work--Today and Tomorrow introduces students to the realities of women's involvement in the labor force; then, building on that foundation, the unit explains the wide range of employment opportunities that will be available to them in the 80s. Some attention is given to examining the status and value of the woman's traditional role as housewife and mother, and to studying true worklife experiences of a selection of women. Finally, students are asked to make some preliminary career choices and to forecast their own future on the basis of their choice.

This unit is designed to cover a three-week period, but you will probably find more activities than you can actually use in that time. The activities are flexible so that you can select and balance according to your own scheduling needs.

The primary skill focus of this unit is community-based research and data collection. Practice of this skill (in Activities: "You've Come a Long Way Baby???" and "Nontraditional Job Opportunities") will prepare students for Unit III on Community-Based Job Exploration.

WINC ACTIVITIES

Activity:

Getting the Facts

Objective: Students will be introduced to some of the facts regarding women's current involvement in the labor force.

Procedure:

- Use the WINC "Getting the Facts" Quiz to increase awareness of current facts regarding women's labor force participation. The Quiz can be administered orally or as a paper and pencil test. In either case the emphasis should be on becoming aware and answers should be provided and discussed as a way of setting the stage for further work in this unit.

Time Required: One class period or less

Resources: WINC Activity Resources:

"Getting the Facts Quiz"
20 Facts on Women Workers
Department of Labor Charts
"Why Women Work"

Activity:

You've Come A Long Way, Baby???

Objective: Students will gain an understanding of attitudes toward careers and career planning among their peers and they will learn how well those attitudes match the statistical reality.

Procedure:

- Have students develop a short (one page) questionnaire that they can use to survey their female friends. The kinds of information sought should get at levels of awareness about women and work facts--as reflected in career plans.

  See "WINC Sample Questions--Peer Interviews" for ideas, but encourage students to generate additional questions.

- Have questionnaire typed and duplicated so that each student can survey ten friends. Allow one week (or less if possible) for students to gather the ten completed surveys.

- Tally the results as a class activity or assign a small group of students the responsibility of tallying. When the total numbers of different responses are gathered, figure percentages of different responses. (Percentages are more useful as data.)

- Students in the class can each fill out a questionnaire so that their own class results can be compared with the results of their general survey.

- Discussion should attempt to draw some general conclusions about how aware female high school students are about their work futures and how well they are preparing for real employment conditions.

Time Required:

One class period to develop survey instrument
One week to conduct survey
One class period to tally results and discuss their implications

Resources:

WINC Activity Resource:

"Sample Questions--Peer Interviews"

Activity:

Women and Work — News Update

Objective: Students will gain an awareness of the current status of women and work as seen by the news media.

Procedure:

- Ask students to keep a scrapbook for one week of all the newspaper/magazine articles they find concerning women and work.
- Students should be sure to note on the articles: the date, the source (name of paper or magazine), and the section of the publication where the article was found (business news, women's section?).
- At the end of the week, students can compare notes on their findings.
- Discussion of articles can include:
  - --Basic issues raised
  - --Specific "message" implied
  - --Significance of article in terms of real or token gains
  - --Significance of location of most of the articles
- This activity could be extended with new articles placed on a bulletin board and changed regularly. A file can also be kept of old articles for class reference.

Time Required: One week to complete assignment
One class session to discuss results

Resources: Local/regional/national newspapers and magazines

Activity:

Occupation: Housewife

Objective:

Students will begin to understand the economic value of housework and reasons for its low status as employment.

Procedure:

- Have students brainstorm a list of all the discrete jobs performed by the average housewife/mother.
- Using community resources, have students assign hourly value of the same services, if purchased. (This task can be divided among students.)
- Have students determine hours per week (or month) a fulltime housewife would spend on each job and project an annual equivalent salary.
- Followup discussion should cover the current status of housework and what issues would arise if women were awarded a salary for such work.
- An optional approach to this same issue would be to have students read "The Value of Housework--For Love or Money?" and then update the charts according to inflation rates.

Time Required:

One or two class periods

Resources:

Community service providers listed in local telephone directory

WINC Activity Resource:

"The Value of Housework--For Love or Money?," by Ann Crittenden Scott

Activity:

Women Working

Objective: Students will increase their awareness of women's jobs.

Procedure:

- Have students read the excerpts from Studs Terkel's book, Working. They can use their journals to discuss the answers to the following questions, or discuss the questions in class. There may be other questions and points for discussion also.

  1. What do these excerpts tell you about how these women relate to their jobs?
  2. Which of these jobs are traditionally female jobs?
  3. Which of these jobs seem important to you? Why?
  4. Which of these jobs seem important to the rest of society?
  5. Which of these jobs pay well? Which ones pay no wages?
  6. Would you like to have any of these jobs? Why or why not?

Follow through. Optional additional work:

Have students read more from Working to include men's descriptions of their jobs. Discuss how women would handle it differently (if they would); whether women have romantic and unrealistic notions of men's work, etc.

Time Required: One class period or more

Resources: WINC Activity Resource:

Working excerpts, Studs Terkel

Journals

Activity:

Nontraditional Job Opportunities

Objective: Students will learn about nontraditional job opportunities available in the areas of technology, skilled trades, professions, business, management and marketing.

Procedure:

- Divide class into four task forces, each with responsibility to research and report back to class on nontraditional job opportunities available in one of the following areas:
  - --Technical and paraprofessional
  - --Professional
  - --Skilled crafts and trades
  - --Business management and marketing
- Task force research should include:
  - --Expanded listing of job possibilities
  - --Examination of reasons for women's under-representation in field
  - --Projected job market--increases, etc.
  - --Benefits and drawbacks for working in such fields
  - --Ways women could prepare for such jobs
- Research presentations could include charts, overheads, handouts of relevant articles and possibly guest speakers (as a supplement to group's information).

Time Required: One week for research
One class session for each presentation

Resources: Library, especially Guide to Periodical Literature
Bureau of Labor
State employment office
Major employers in local area
Career Information System
Local Employment and Training Office (CETA)

Activity:

Future Forecasting

Objective: Students will visualize a future with truly equal employment opportunities.

Procedure:

- In class discussion, ask students to generate a list of all the aspects of home, family, and work life that would be affected if by the year 2000 we were to achieve equality of employment opportunities.
- Have teams of two each select one aspect and expand their vision of how things would be different.
- Results should then be shared with the entire group, followed by discussion of some of the things young women could do to work toward those ends.
- Have students follow up this activity by reading and discussing the articles listed below.

Time Required: One class period

Resources: Imagination, and information already covered in this course

WINC Activity Resources:

"New Challenges for Women Workers,"
Carolyn J. Jacobson
"Tech Labor Shortage Offers Job Bonanza for Women,"
Amy Orrick
"The Best Jobs for Women In the 80s," Woman's Day

Activity:

Making Career Choices

Objective: Students will gain a realistic and specific understanding of the requirements and potential of their career choices.

Procedure:

o Using the list of nontraditional jobs generated by the class in the introduction to the WINC course and other lists of jobs which you provide, have each student choose from each of the four nontraditional job areas:

1. One job she knows nothing about
2. Two jobs she is interested in or thinks she might become interested in

Out of this list, have the students choose five to ten jobs and do research on them. (See NOTE). Each student should write a brief description of the careers she has chosen, salaries, job availability, special training required, daily tasks, etc. Each brief should be at least one page and should be concluded with a statement:

"On the basis of this information I would/would not like to pursue this career opportunity further because..."

"If I want to pursue this career, the most important things I could do to prepare would be..."

NOTE: Possible resources for research are: I Can Be Anything by Joyce Slayton Mitchell; Occupational Outlook Handbook; and Dictionary of Occupational Titles.

Time Required: Four class periods (to be spread out over unit), or give as homework assignment

Resources: Resources mentioned in above NOTE
Career resource center

WINC Activity Resource:

Some Nontraditional Job Opportunities

Activity:

Charting Your Future

Objective: Students will mentally test out their career choices by projecting their lives on the basis of such choices.

Procedure:

- Using the WINC Life Projection Wheel, ask students to forecast the years of their lives, showing the time required for education/training, indicating career promotions and considering the issues of marriage, family and retirement.
- To stimulate their thinking on this subject, the class could be divided into small groups of three or four. Then each person in the group could think out loud about how her life and career situations project into the future. Members of the group can help each other by asking questions.
- Projections could be posted and shared. They could also be considered as a group in terms of how closely they match the forecasts of statisticians (i.e., What percent of the group is working? What are their predicted wages compared to women's wages today and accounting for inflation?)

Time Required: One class period or more

Resources: WINC Activity Resources:

Life Projection Wheel
Statistics on women's work-life expectancy
("20 Facts" and "Why Women Work")

WINC
ACTIVITY RESOURCES

WINC "Getting The Facts" Quiz

1. Out of every ten women in this country, how many can expect to have to work during their lifetime?

2. What four career choices are typically selected by fourth grade girls?

3. What is the main reason most women cite for working?

4. What is the average monthly income of a registered nurse?

5. What is the average monthly income of a secretary?

6. What is the average monthly income of a carpenter?

7. What is the average monthly income of a beginning engineer?

8. What is the average monthly income provided by the government to a single parent with two children (and no other source of income)?

9. How many years can the average woman expect to work in her lifetime?

10. What percentage of secretarial jobs are held by women?

11. What percentage of skilled trade apprenticeships are held by women?

12. What percentage of doctors in this country are women?

13. For a woman to make more than the median income of a man with eight years of elementary school, how much education must she have?

14. During the 1980s, jobs in the humanities are predicted to decrease by what percentage?

15. During the 1980s, jobs in technical fields are predicted to increase by what percentage?

16. During the 1980s, jobs in engineering are predicted to increase by what percentage?

17. What percentage of full-time female workers earn $15,000 a year or more?

18. What university fields of study do not require good background in high school math and science?

19. What percentage of women with children under age 18 are in the workforce?

20. Approximately what percentage of women in this country will live their last days in poverty?

WINC "Getting The Facts" Quiz–Answers

1. 9
2. teacher, nurse, secretary, mother
3. economic necessity
4. $820
5. $650
6. $1760
7. $1500
8. $321 (in Oregon)
9. 25-30
10. 99 percent
11. five percent
12. ten percent
13. five years of college
14. eight percent
15. 18 percent
16. 26 percent
17. five percent compared to 26 percent of men
18. In today's technical/computerized society, almost all fields require some math and science.
19. 47 percent
20. over 50 percent

WINC "Getting The Facts" Quiz—Sources

Women Workers Today. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1976.

The Earnings Gap Between Men and Women. U.S. Department of Labor, Employment Standards Aministration, Women's Bureau, 1976.

20 Facts on Women Workers. U.S. Department of Labor, Women's Bureau, August 1978.

Jongeward, Dorothy and Scott, Dru. Women As Winners. Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

Stechert, Kathryn B., "The Best Jobs For Women in the '80's," Woman's Day, January 15, 1980.

Oregon State Employment Service

Oregon Nurses Association

NBC's Today Show--Employment Trend Forecasts, December 1979.

EQUALS--Startling Statements. Berkeley, California: Lawrence Hall of Science, University of California, October 1979.

20 Facts on Women Workers

1. A majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated, or had husbands whose earnings were less than $10,000 (in 1978).

2. About 43 million women were in the labor force in 1979; they constituted more than two-fifths of all workers.

3. Sixty percent of all women 18 to 64--the usual working ages--were workers in 1979, compared with 88 percent of men. Fifty-one percent of all women 16 and over were workers. Labor force participation was highest among women 20 to 24.

4. The median age of women workers is 34 years.

5. Fifty-three percent of all black women were in the labor force in 1979 (5.0 million); they accounted for nearly half of all black workers.

6. Forty-seven percent of Spanish-origin women were in the labor force in March 1979 (2.0 million); they accounted for 39 percent of all Spanish-origin workers.

7. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade--about 13 million women compared with more than 9 million men.

8. More than one-fourth of all women workers held part-time jobs in 1979.

9. In 1977 the average woman could expect to spend 27.6 years of her life in the work force, compared with 38.3 years for men.

10. The more education a woman has the greater the likelihood she will seek paid employment. Among women with 4 or more years of college, about 2 out of 3 were in the labor force in 1979.

11. The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of schooling.

12. The number of working mothers has increased more than tenfold since the period immediately preceding World War II, while the number of working women more than tripled. Fifty-five pecent of all mothers with children under 18 years (16.6 million) were in the labor force in 1979; 45 percent of mothers with preschool children were working.

U. S. Department of Labor, Office of the Secretary, Women's Bureau, Washington, D.C.

13. The 6.0 million working mothers 1/ with preschool children in 1979 had 7.2 million children under age 6, compared with 5.1 million working mothers with 6.1 million children under 6 years of age in 1974.

14. The unemployment rate was lowest for adult white men (20 and over) and highest for young black women (16 to 19) in 1979:

Adults	Percent	Teenagers	Percent
White men	3.6	White men	13.9
White women	5.0	White women	13.9
Hispanic men	5.7	Hispanic men	17.4
Hispanic women	8.9	Hispanic women	21.3
Black men	9.1	Black men	34.0
Black women	10.8	Black women	39.2

15. Women workers are concentrated in low paying dead end jobs. As a result, the average woman worker earns only about three-fifths of what a man does, even when both work full time year round. The median wage or salary income of year-round full-time workers in 1978 was lowest for minority-race 2/ women--$8,996. For white women it was $9,578; minority men, $12,885; and white men, $16,194.

The median earnings of full-time year-round women farm workers were $2,360; private household workers, $2,830; sales workers, $7,644; and clerical workers, $9,158.

16. Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school--$9,769 and $10,474, respectively, in 1978. Women with 4 years of college also had less income than men with only an 8th grade education--$12,347 and $12,965, respectively.

17. Among all families, about 1 out of 7 was maintained by a woman in 1979 compared with about 1 out of 10 in 1969; 40 percent of black families were maintained by women. Of all women workers, about 1 out of 6 maintained a family; about 1 out of 4 black women workers maintained a family.

1/ Includes never married mothers.

2/ "Minority races" refers to all races other than white. Blacks constitute about 90 percent of persons other than white in the United States. Spanish-origin persons are generally included in the white population; about 93 percent of the Spanish-origin population is white.

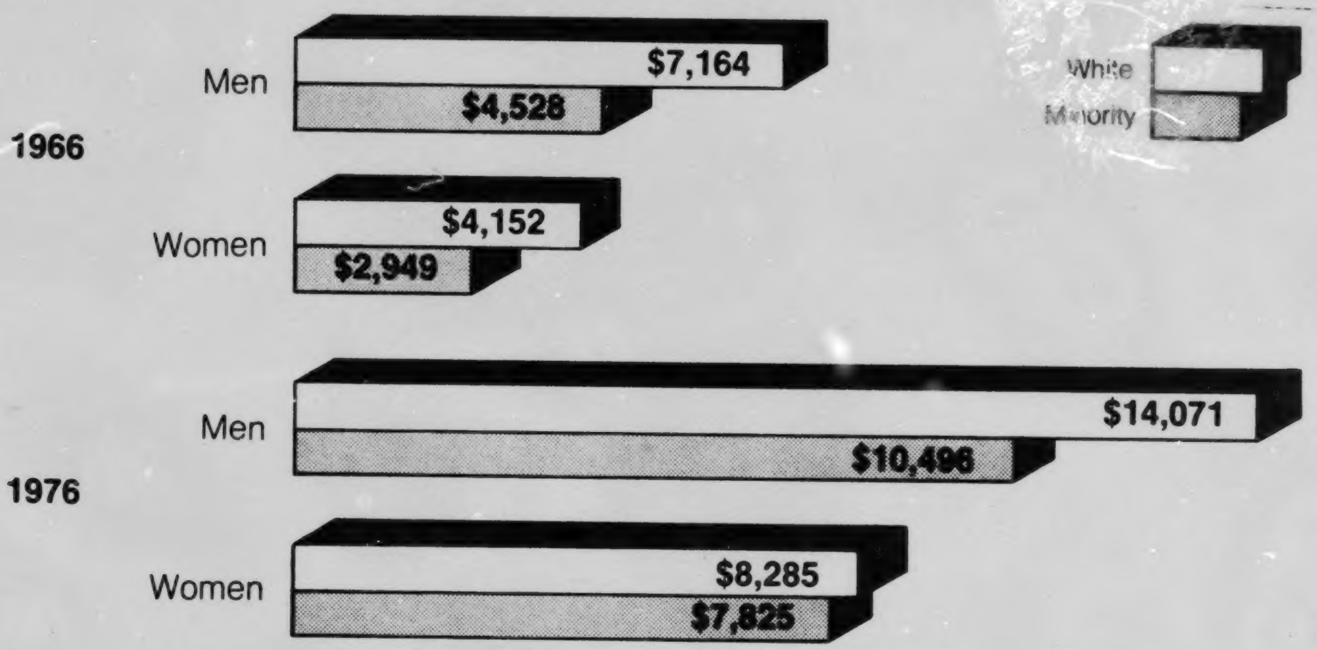
18. Among all poor families, half were maintained by women in 1979; about 3 out of 4 poor black families were maintained by women. In 1969 about one-third (35 percent) of all poor families were maintained by women and 51 percent of poor minority 3/ families were maintained by women.

19. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families in 1979, 14.8 percent were poor when the wife did not work; 3.8 percent when she was in the labor force. Of all wives who worked in 1979, the median contribution was more than one-fourth of the total family income. Among those who worked year round full time, it was nearly two-fifths. Among black families, the median contribution of working wives was one-third of the total family income.

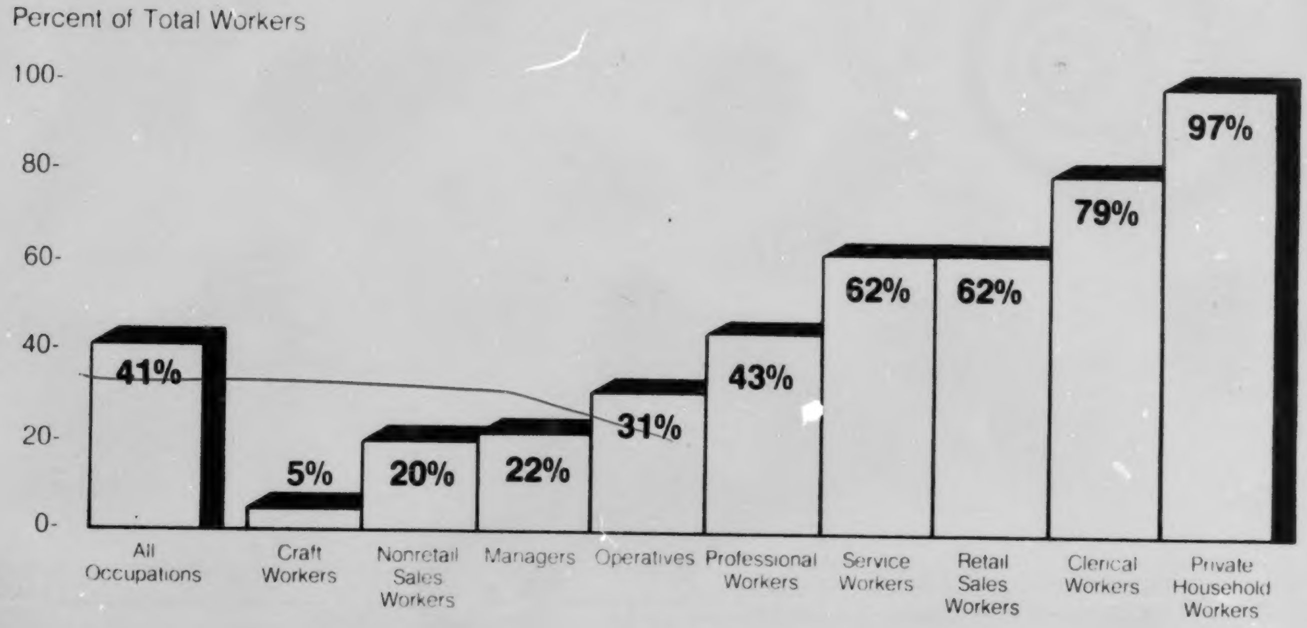
20. Women were 80 percent of all clerical workers in 1979 but only 6 percent of all craft workers (women were about 3 percent of all apprentices as of December 1978); 62 percent of service workers but only 43 percent of professional and technical workers; and 63 percent of retail sales workers but only 25 percent of nonfarm managers and administratrators.

3/ Data on black families are not available for 1969.

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races



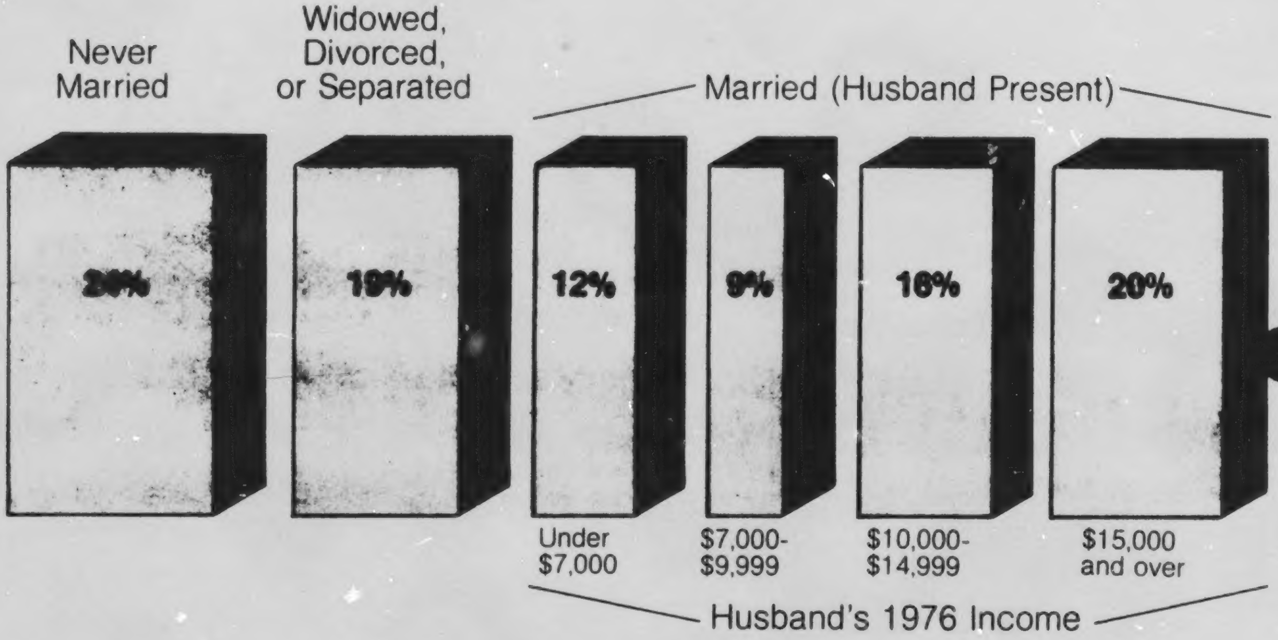
Women Are Underrepresented as Managers and Skilled Craft Workers



U. S. Department of Labor, Office of the Secretary, Women's Bureau, Washington, D.C.

Most Women Work Because of Economic Need

(Women in the Labor Force, by Marital Status, March 1977)



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WHY WOMEN WORK

While the Nation was still recovering from an economic recession in 1977, women continued to join the work force in increasing numbers. An average of some 40 million women were in the labor force (working or looking for work) during the year. Of this number, almost 36.7 million were employed either part- or full-time. During the decade 1967 to 1977, some 16 million additional jobs were created in new or expanded industries. These new jobs have provided employment opportunities for nearly 10 million women and more than 6 million men.

Women work for the same reasons men do--most importantly, to provide for the welfare of themselves, their families, or others. Over 40 percent of the women in the labor force in 1977 were never married, widowed, divorced, or separated. Most of the 9.5 million women workers who were never married were working to support themselves, and some had to support others as well. Nearly all of the 7.5 million women workers who were widowed, divorced, or separated from their husbands--particularly the women with children--were working for compelling economic reasons. In addition, the 4.6 million married women workers whose husbands had incomes below $7,000 in 1976 almost certainly worked because of economic need. Finally, about 3.6 million women would be added if we take into account those women whose husbands had incomes between $7,000 and $10,000.1/ In all, nearly two-thirds of the women in the labor force in 1977 very likely worked to support themselves and their families, or to supplement the low incomes of their husbands. Of course, all working women contribute to the well-being of themselves and their families.

Among the 5.1 million women of minority races 2/ who were in the labor force in March 1977, slightly more than half (54 percent) were never married, widowed, divorced, or separated from their husbands. About 1 out of 7 (15 percent) was a wife whose husband's 1976 income was below $7,000. In fact, only about 1 out of 3 minority women in the labor force had a husband whose income was $7,000 or more. About four-fifths of the minority women workers were never married, widowed, divorced, or separated, or had husbands earning $10,000 or less.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $10,020 in autumn 1976. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

2/ The term minority races refers to all races other than white. Blacks constitute about 90 percent of persons other than white in the United States. Spanish-origin persons are generally included in the white population--about 93 percent of the Spanish-origin population is white.

U. S. Department of Labor, Office of the Secretary, Women's Bureau, Washington, D.C.

The marital status of women workers in March 1977 was as follows:

Marital status	All women		Women of minority races	
	Number	Percent distribution	Number	Percent distribution
Total	39,374,000	100.0	5,080,000	100.0
Never married	9,470,000	24.1	1,283,000	25.3
Married (husband present)	22,377,000	56.8	2,332,000	45.9
Husband's 1976 income:				
Under $7,000	4,599,000	11.7	739,000	14.5
$7,000 to $9,999	3,601,000	9.1	525,000	10.3
$10,000 to $12,999	4,068,000	10.3	434,000	8.5
$13,000 to $14,999	2,375,000	6.0	191,000	3.8
$15,000 to $19,999	4,261,000	10.8	282,000	5.6
$20,000 and over	3,473,000	8.8	159,000	3.1
Other marital status	7,526,000	19.1	1,466,000	28.9
Married (husband absent)	1,747,000	4.4	609,000	12.0
Widowed	2,251,000	5.7	340,000	6.7
Divorced	3,561,000	9.0	526,000	10.4

Women heads of families.--Of the 56.7 million families in March 1977, women headed 7.7 million of them. About 4.3 million, or 56 percent, of the women family heads were in the labor force, and more than three-fifths of these workers were the only earners in their families. More than 1 out of 10 women in the labor force was head of a family. Among the 2.2 million minority women heading families in March 1977, 52 percent were in the labor force. More than 1 out of 5 minority women workers headed a family.

One-third of the families headed by women had incomes below the poverty level in 1976.[3] This was true for more than half of all minority families headed by women. For those families headed by women who worked during 1976, however, about 1 out of 5 (1 out of 3 minority families) had an income below the poverty level. Among families headed by women who worked year-round in full-time jobs, 8 percent (17 percent of minority families) were poor.

3/ The low-income or poverty level is based on the Bureau of the Census definition of poverty, adjusted annually in accordance with changes in the Department of Labor's Consumer Price Index. Classified as poor in 1976 were those nonfarm households where total money income was less than $2,884 for an unrelated individual; $3,711 for a couple; and $5,815 for a family of four. (The poverty level for farm families is set at 85 percent of the corresponding level for nonfarm families.)

Mothers with husbands present.--Of the 22.4 million married women (husband present) who were in the labor force in March 1977, 12.1 million had children under 18 years of age. A majority--about 6.1 million--of these mothers were undoubtedly working to supplement the low incomes of their husbands. Included were nearly 2.0 million mothers whose husbands had 1976 incomes below $7,000; 1.8 million whose husbands had incomes between $7,000 and $10,000, and 2.3 million whose husbands had incomes between $10,000 and $13,000.

Among the 1.5 million minority women who were working wives and mothers in March 1977, about 1.1 million had husbands whose 1976 incomes were below $13,000. Of these mothers, 419,000 had husbands with incomes below $7,000, 359,000 had husbands with incomes from $7,000 to $10,000, and 285,000 had husbands with incomes between $10,000 and $13,000.

Wives whose husbands are unemployed or unable to work.--In the 46.7 million husband-wife families, there were 1.7 million husbands (some 183,000 minority husbands) who were unemployed in March 1977, although they were in the labor force and actively looking for work; and 8.4 million husbands (nearly 756,000 minority husbands) who were not in the labor force. Some 857,000 wives of unemployed husbands and 1.8 million wives whose husbands were not in the labor force were working or seeking work. Many of these women were the sole support of their families.

Women whose husbands are employed in low-wage occupations.--In March 1977 there were 522,000 married working women whose husbands were farm workers; another 817,000 had husbands who were nonfarm laborers; and 1.2 million had husbands employed in service occupations. The median wage or salary income of men in these occupations was low in 1976--$6,270 for farm laborers and supervisors; $2,010 for farmers and farm managers; $10,080 for nonfarm laborers; and $10,131 for service workers (except private household).

Many wives were employed in the same low-wage occupations. There were 193,000 wives employed as nonfarm laborers, with a median wage or salary income of $7,615 in 1976 and 3.4 million employed as service workers (except private household), with a median wage or salary which was much less than that of men, at $5,969.

Working wives' contributions to family income.--The money contribution of working wives is of crucial importance where it raises family income above the low-income level. Only 6 percent of all husband-wife families had incomes below $7,000 in 1976 when the wife was a worker; 19 percent, when she was not. A similar impact of wives' earnings is shown among families with incomes below $10,000; when the wife was in the labor force, about 18 percent of all husband-wife families had incomes below $10,000, but when she was not, twice as many families had incomes below this amount.

Among all wives who worked during 1977, the median contribution was more than one-fourth of the total family income; among those who worked year round full time, it was nearly two-fifths. About 2.9 million wives, or 12 percent of all wives who worked, contributed half or more of the family income.

Source: Figures are from the U.S. Department of Commerce, Bureau of the Census, and U.S. Department of Labor, Bureau of Labor Statistics.

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WINC Sample Questions—Peer Interviews

1. Age________________

2. Year in school 9____ 10____ 11____ 12____

3. What do you plan to do right after you graduate from high school?

   a. go to a community college

   b. go to a four-year college

   c. other training program

   d. get a job

   e. get married

4. What are your top three career choices?

   1st choice__________________________

   2nd choice__________________________

   3rd choice__________________________

5. Realistically, what do you think your chances are of reaching your career goal?

   Strong Chance______________

   50-50 Chance______________

   Little Chance______________

6. What are you doing now to prepare for your career choice?

   ____

   ____

7. How much math are you planning to complete in high school?

8. How much science are you planning to complete in high school?

9. Approximately how many years of your life do you think you will work?

_____ 0 - 5 years _____ 11 - 15 years _____ 21 - 25 years

_____ 6 - 10 years _____ 16 - 20 years _____ 26 + years

10. Do you plan to marry? _____ Yes _____No

11. If, yes, at what age do you plan to marry?

_____ 18 - 20 _____ 26 - 30

_____ 12 - 25 _____ 31 +

12. Do you plan to have children? _____Yes _____No

13. If yes, how many children do you plan to have?_______

14. When you are raising your children, what will your work plans be? (specify options)

THE VALUE OF HOUSEWORK

$ FOR LOVE OR MONEY? $

Help Wanted

REQUIREMENTS: Intelligence, good health, energy, patience, sociability, skills: at least 12 different occupations. HOURS: 99.6 per week. SALARY: None. HOLIDAYS: None (will be required to remain on stand-by 24 hours a day, seven days a week). OPPORTUNITIES FOR ADVANCEMENT: None (limited transferability of skills acquired on the job). JOB SECURITY: None (trend is toward more layoffs, particularly as employee approaches middle age. Severance pay will depend on the discretion of the employer). FRINGE BENEFITS: Food, clothing, and shelter generally provided, but any additional bonuses will depend on financial standing and good nature of the employer. No health, medical, or accident insurance; no Social Security or pension plan.

This may sound like a want ad from the *Dark Age Daily Mail*, but, in fact, it is a fairly accurate description of the job currently held by about 30 million American women; women usually classified as "nonworking," "married, not in the labor force," or simply "housewife." All together, these women outnumber the country's blue-collar workers. According to economists at the Chase Manhattan Bank, housewives are doing gratis work worth at least $257.53 a week on the current labor market, and they are performing a dozen or so tasks, any one of which, outside the home, would be an independent profession with its own salary. (See chart.)

Chase's calculations don't even include some of the most important tasks performed by women who work at home. Aside from their daily "jobs," they act as teachers for their children and as hostesses and frequently secretaries for their husbands. And tying all these roles together, balancing time and allocating energies, is a managerial skill that, according to one economist, is equivalent to the functions performed by an independent entrepreneur of a small fairly complex business.

In fact, if the job weren't considered "woman's work," there is little doubt that its challenges, its variety, and its flexibility would appeal to many men. For many individuals, these rewards more than outweigh the long hours —sometimes 13 to 14 hours per day—and the hard, often routine work. But what man would want a position that guarantees no independent income, no Social Security, not even a living wage? And worse, which has, in this male-dominated culture, in spite of all propaganda to the contrary, almost no status at all?

For the truth is, although the housewife may take justifiable pride in the home she works so hard to maintain, housework is not viewed as dignified or respected employment. The housewife is the subject of endless jokes and social put-downs; she is patronized, condescended to, and considered unemployed. All too often, the woman who has chosen to be a housewife and stays home with her children is looked upon as lazy, untalented, or someone who "doesn't really work."

If you doubt the validity of such definitions, look at the current edition of Funk & Wagnalls. A "housewife," the dictionary proclaims, is one "who does not work for a living." How many men—and women themselves—fall into that mental trap? "My wife doesn't work," the businessman tells his friends. "Are you working, or are you a housewife?" the traffic cop asks the woman he stops for speeding. "I'm not working. I'm just a housewife," murmur countless women in reply to an occupational question. One woman became so accustomed to denigrating her daily toil that, when asked "What do you do?," she found herself answering, "My husband's an engineer."

It may be that, lurking beneath all these insults, is the primeval image of the Woman Reclining—the lazy, blowsy and drowsy female of fantasy, amusing herself with her chocolates and her cats until the master returns at day's end. Or maybe it is just the depressingly tenacious prejudice, described by sociologist Helen Lapata, that "women and the lower classes cannot be trusted to use leisure well." But whatever its source, the widespread denial of the housewife's contributions to the household and the economy is especially ironic, since, historically, all major economic transactions have taken place within the home.

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By Ann Crittenden Scott

The very word economy is derived from the Greek word *oikonomia*, which means "management of a household or a family." Construction, agriculture, insurance, education, manufacturing, services, entertainment—all were originally carried on within the tribe or extended family, and largely by women. Even today, although the greater part of production has moved outside the home, the wife is still largely responsible for the most important of its traditional tasks: raising the children, feeding the family, and maintaining the living quarters.

Yet not a bit of this activity is registered as part of the nation's output of goods and services. The labor of the man who sells soap is included in the Gross National Product, but not that of the woman who uses it. When a taxi driver takes a traveler to the airport, it's a gain in the national accounts; when his wife drives him, it's no sale.

Some economists maintain that housewives' services are excluded from the GNP because it is impossible to impute a value to them; but a number of other nonmarket items are figured into the accounts—the value of agricultural commodities produced and consumed by a family, for instance, or the value of owner-occupied dwellings. Although it might not be easy to set a price for unpaid housework, it would surely be within the capability of interested economists. And it might help correct the impression that those 30 million Americans are living off the fat of the land.

According to Gardner Ackley, Chairman of the President's Council of Economic Advisers under President Johnson, the "failure to recognize the value of these productive services is a source of serious bias in the national product." Under the existing method of accounting, for example, every time a woman leaves home to take a job, the move is counted as an addition to the GNP, instead of simply a shift in the type of work being done. Since more women have been entering the job market in recent years, this makes the GNP look as though it is growing faster than it really is. Conversely, by leaving housework out of the GNP, economists have vastly underestimated the total amount of productive work being done. By one calculation, housewives' services probably amount to about one-fourth of the current level of GNP, or $250 billion—and that's not even counting all the unpaid volunteer work that women perform for hospitals, charities, political candidates, and other worthy causes.

Almost 20 years ago a sociologist named Theodore Caplow suggested some of the reasons why housework was given such short shrift in our society. He pointed out that in contrast to the rest of our highly specialized, rationalized economy, it is informal, unstructured, and diffuse. In a society which places a premium on credentials, it demands no formal training and imposes no standards of performance. With democratic impartiality, it admits morons and geniuses, 15-year olds and 80-year-olds alike. In a country which considers personal service demeaning, especially because minorities have historically filled such jobs, many of the duties of the housewife are the same as the tedious, repetitive tasks performed by domestic servants. And while janitors and garbage men may not be respected, they still stand higher on the ladder of prestige than maids, and they certainly get paid a great deal more, which brings us to another crucial part of the problem.

One of the main reasons the housewife's bearing and caring for children, her cooking, cleaning, chauffeuring, and shopping are scoffed at, ignored, or taken for granted, is because it is work being done by a woman. Men who cook are chefs; women are just cooks. Men who handle finances are accountants; women are simply bookkeepers. Men who plan and order supplies are purchasing agents; women who do the same are only consumers. Not so long ago when men were secretaries and bank tellers, the jobs were the training grounds for executive positions. When performed by women, those tasks are likely to be dead-end jobs.

An explicit downgrading of the work done by women is found in the *Dictionary of Occupational Titles*, a Labor Department publication that defines some 22,000 occupations and serves as a standard reference for government and industry. Each occupation is rated on a skill scale from a high of 1 to a low of 887. Listed at the 878 level are homemakers, foster mothers, child-care attendants, home health aides, nursery school teachers, and practical nurses. A marine mammal handler, on the other hand, has a ranking of 328, a hotel clerk 368, and a barber 371. Obviously, "woman's work" doesn't measure up. Ultimately, the only way to achieve any real equality between the sexes is to abolish sex roles altogether; to put an end to woman's work and man's work, and to develop the concept and value of human work.

One way to achieve this might come from making marriage a true partnership, legally and financially, as well as personally. Both partners, for example, should have equal rights to all income and property acquired during marriage, as well as to its management and control. If one partner works outside the home, then half of his or her salary should by law belong to the other party, and the partners could decide between themselves how the household expenses should be handled.

"Marriage is a partnership," says one Louisiana friend of mine with two small children, a writer husband, and a singing career behind her. "The money isn't *his* money, it's to keep the establishment going. Ideally, you should be able to split all the expenses down the middle, divide what's left over, and each get your share."

Another proposal giving credence to the idea of equality between the sexes would have the law assure the wife a salary for the housework she performs. This salary would reflect the value of her individual services, what she could be earning in the labor market, or the official minimum wage. She could receive a percentage of her husband's salary to be paid by him or paid directly by his employer in the same way as the military sends allotment checks to the wives of servicemen who are stationed overseas. If she is paid by her husband, her salary would not be subject to tax, since it was already taxed once when the

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For Love or Money? By Ann Crittenden Scott

husband received it. Since the husband would in fact be the "employer," he would be expected to pay the basic household expenses of food, clothing, and shelter, allowing his wife to spend her salary as she chose, on her own personal needs, on her family, savings, or investment. If she worked outside the home and did all the housework, too, she would get paid for both jobs. If a husband and wife each did half of the housework, they would receive no household salary, or they could split a salary. A husband who refused to pay his wife for housework could be taken to domestic court for a determination of her proper salary.

"It's not just the money," argues one Connecticut housewife who supports this idea. "It's what it would mean psychologically. It would put a value on your work and make it clear that you've earned part of the family salary—that he's not just giving it to you. Because he couldn't do the job he does if you weren't backing him up at home, cooking, cleaning up, washing, running errands, shopping, entertaining, and all that."

Another hardworking wife speculated that it might be an end to all those comments like, "I gave you my check, now what did you do with it?" or "Where does all my money go?" or "Sure, I own you; I pay all the bills, don't I?" In addition, she said, "The wife would have a little more independence and leverage. She might not feel that she has to plead or play up to her husband or use devices or play games just to get a new dishwasher. I think it would improve most marriages."

Admittedly, few housewives today have to resort to the sort of wheedling tactics employed by ladies a few decades ago. But many women do still have to ask, over and over again, for money to run their households, and many others often hesitate to spend "family money" on themselves or feel guilty when they do, even though their husbands may have no such qualms about their own personal purchases. Even the woman who enjoys an equal or dominant voice in domestic financial matters often resents the knowledge that she is, in fact, totally dependent on her husband's wallet, and occasionally overspends just to punish him for keeping her in this dependent state. A regular personal income might help alleviate that sense of inferiority by reminding both parties that the wife has made a measurable contribution to the family's fortunes. And that she, like her husband, has earned a salary that is hers and hers alone, not to be asked for or accounted for, but payment for a vitally important job.

Still, the idea of a salary for housewives arouses strong opposition—and sometimes among housewives themselves. Many feel that they receive payment enough in the love and affection from their families. "No amount of money could make you do some of the things you have to do," says one Dallas suburbanite. "You only do it for love." Others resent the notion of trying to place a crass, monetary value on that labor of love. "How could you place a value on some of the functions of mothering, of being there when people need you, of making sure that everything in the household happens smoothly and on time?" asks New York economist Alfred Eichner. "It wouldn't be a realistic exercise. What makes a household a home is people sacrificing themselves. No money could buy a comparable commitment, just as money can't buy a good soldier."

That may be, but because a service is invaluable seems a poor reason to turn it into servitude, and it's a little late to be romanticizing a housewife's martyrdom on the altar of love. Elizabeth Janeway, in her book, *Man's World, Woman's Place*, has some astute things to say about the dangers of being paid in emotional capital alone. As she sees it, women who work at home have no objective means of judging their own value or skills. They must become "managers of emotions," in Kenneth Keniston's phrase, who keep their successes on a private and personal level, and live vicariously on the praise and success of others. The situation can all too often turn normal family encounters into opportunities for emotional manipulation and blackmail.

A more practical argument against salaries for housework is simply this: in most families, after all the basic bills are paid, there is no money left over for a salary for anybody. A household wage might therefore benefit only the more affluent wives. And many feminists worry that the idea would only reinforce the association of housework with "woman's work," and make the eventual goal of abolishing sex roles more difficult than ever to achieve. "The husband would just be employing his wife as a servant," complains one activist, "and who wants that?"

Some advocates overcome this objection by suggesting that the salary need not be actually paid unless the marriage is dissolved. At that time the wife's "back wages" could be awarded to her as a sort of "severance pay." Others have suggested that the portion of the family income allotted to the wife as salary be used to buy an annuity or pension, payable if the marriage went aground—a sort of forced savings against the possibility of divorce. And in that event, instead of receiving alimony, with all its connotations of charity, the wife would receive accrued income, or reparations, for the labor she had put into the job of marriage. The New York Chapter of NOW is extending that idea by pushing for family insurance. In cases of divorce, such an insurance policy would guarantee the homeworking wife an income, determined by number of children and length of marriage.

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Today, housewives still don't enjoy basic rights and safeguards that workers in factories and offices have long taken for granted. "The rights to support of women and children are much more limited than is generally known," stated a recent report by the Labor Department. "A married woman living with her husband can, in practice, only get what he chooses to give her." In all but eight states, for example, a husband's earnings are his separate personal property and his wife has no legal claim on them, or on any property accumulated in his name. Nor does she have any right to compensation for the labor she may have put into the marriage. He can make and spend his own money, build up his own estate, without her participation or knowledge of what is happening.

WOMAN'S WORK

JOB	HOURS PER WEEK	RATE PER HOUR	VALUE PER WEEK	JOB	HOURS PER WEEK	RATE PER HOUR	VALUE PER WEEK
Nursemaid	44.5	$2.00	$89.00	**Laundress**	5.9	$2.50	$14.75
Dietitian	1.2	4.50	5.40	**Seamstress**	.1.3	3.25	4.22
Food buyer	3.3	3.50	11.55	**Practical nurse**	.6	3.75	2.25
Cook	13.1	3.25	42.58	**Maintenance man**	1.7	3.00	5.10
Dishwasher	6.2	2.00	12.40	**Gardener**	2.3	3.00	6.90
Housekeeper	17.5	3.25	56.88	**Chauffeur**	2.0	3.25	6.50
						TOTAL	$257.53 or $13,391.56 a year*

*Considerably more than what 83.8 percent of all American workers were able to earn in 1970

Chase Manhattan Bank, 1972

Another way for a housewife to collect her well-earned salary might be to place housework in the category of jobs covered by the Social Security system. A similar proposal was recently made by the West German government, after a poll revealed that 86 percent of the population was in favor of housewives receiving their own pension. Under the proposed law, all houseworkers would register for Social Security as individuals, so that they could take their own pensions into marriage, and out of it again if divorce occurred. Whatever their work pattern, they could collect a full pension. During marriage, if the houseworker had no other income, the other spouse would contribute to the plan for both. In justifying the proposed change, the West German government declared that "to be a housewife is a full job . . . as much a career as any other. . . . Economists agree that the work done at home contributes to the family income, for if it were done professionally, unmanageable costs would be added to the household's budget."

The inequities of the current Social Security system in the United States are a result of the fact that housewives are considered "nonworking" women. Because the system is based on contributions from employer and employee, and she has neither employer nor salary, she gets no benefits from the system except Medicare. Everything is dependent on her husband's pension. If she is widowed and at least 62, she receives only 82½ percent of the benefits he had earned. If she is divorced, she receives nothing unless she was married at least 20 years and can show that he is contributing or was ordered to contribute to her support. And if she has worked outside the home for a time, as most women do, she must choose, upon retirement, either her own benefit or half of her husband's, whichever is larger. She can't receive both, even though both have been earned. That means the government benefits from their marriage by retaining more cash than it would have done had this man and woman remained single.

There has been some agitation in Congress to correct these inequities in the Social Security system, but virtually no initiatives have been taken to grant women full pensions, or any kind of salaries for housework.

But, in an unorganized way, things are changing. At least 50 percent of American women 18 years and over (and almost 40 percent of women with children under 18) are in the labor force, and who-knows-how-many men are in the kitchen. The growth of child-care centers and businesses supplying household services also suggests a new fate for housework in the future. But these trends are not change enough.

Nothing will be enough until the working woman—wherever she works—is free to earn a living in any way that she chooses. "Occupation: Houseworker" is a viable and respectable choice for anyone, male or female, provided it is treated as such, socially and economically. If it were, the houseworker could at last be recognized as a professional member of the American labor force, paid for her or his labor, time, and skills.

Ann Crittenden Scott, a former history professor at the Douglas College of Rutgers University, is currently an Associate Editor of "Newsweek" Magazine.

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WORKING (excerpt)

AUNT KATHERINE HAYNES

Aunt Katherine Haynes is seventy-seven. She lives by herself in a cottage, on the rocks, at the foot of the mountains. It is surrounded by caterpillar tractors and bulldozers. On the wall, among olden photographs, is the legend: God Bless Our Home. It is a spare place, singularly neat: a folded umbrella in one corner, a homemade broom in another; an ancient brass bedstead is the one conspicuous piece of furniture.

"Housework and farmin' is all I done, never worked at nothin' else. Eighteen hours out of every twenty-four. Out-of-doors and then in the house at night. I have worked out in the fodder field and carry it in some time after dark. We'd stack it by moonlight. Never got much rest on what little time I was in bed. (Laughs)

"You usually didn't get much rest on Sunday, had to cook for ten children on Sunday. I've raised ten and I had eleven. Three meals a day I cooked on Sunday. I got so I couldn't cook like I used to. I used to be out here just runnin' and cookin' those meals in a few minutes and fillin' the table full. But my mind just jumps from here to there and I can't do that no more. Just hard work, that's all I ever knowed.

"I can run circles around every girl I've got in the house today. I'm awful thankful for it, but I won't hold up much longer. I'm a gittin' down. Used to be I could stand and split wood all day long, but now I go out there and split a little while and it hurts the back of my legs to stoop over. But I done awful well I think.

"There was fifteen in the family and we were raised in a log house. There wasn't a window in the house. If we seen how to do anything in the winter, we done it by firelight. There wasn't even a kerosene lamp. We had to keep the door open regardless of how cold it was. If you needed to work at somethin' we either done it by the light of the fire in the grate or opened the door. We always kept a good fire."

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WORKING (excerpt)

SHARON ATKINS

A receptionist at a large business establishment in the Midwest. She is twenty-four. Her husband is a student. "I was out of college, an English Lit. major. I looked around for copywriting jobs. The people they wanted had majored in journalism. Okay, the first myth that blew up in my face is that a college education will get you a job."

"I changed my opinion of receptionists because now I'm one. It wasn't the dumb broad at the front desk who took telephone messages. She had to be something else because I thought I was something else. I was fine until there was a press party. We were having a fairly intelligent conversation. Then they asked me what I did. When I told them, they turned around to find other people with name tags. I wasn't worth bothering with. I wasn't being rejected because of what I had said or the way I talked, but simply because of my function. After that, I tried to make up other names for what I did---communications control, servomechanism. (Laughs)

"I don't think they'd ever hire a male receptionist. They'd have to pay him more, for one thing. You can't pay someone who does what I do very much. It isn't economically feasible. (Laughs.) You're there just to filter people and filter telephone calls. You're there just to handle the equipment. You're treated like a piece of equipment, like the telephone.

"You come in at nine, you open the door, you look at the piece of machinery, you plug in the headpiece. That's how my day begins. You tremble when you hear the first ring. After that, it's sort of downhill--unless there's somebody on the phone who is either kind or nasty. The rest of the people are just non, they don't exist. They're just voices. You answer calls, you connect them to others, and that's it.

"You try to fill up your time with trying to think about other things: what you're going to do on the weekend or about your family. You have to use your imagination. If you don't have a very good one and you bore easily, you're in trouble. Just to fill in time, I write real bad poetry or letters to myself and to other people and never mail them. The letters are fantasies, sort of rambling, how I feel, how depressed I am.

"The machine dictates. This crummy little machine with buttons on it--you've got to be there to answer it. You can walk away from it and pretend you don't hear it, but it pulls you. You know you're not doing anything, not doing a hell of a lot for anyone. Your job doesn't mean anything. Because you're just a little machine. A monkey could do what I do. It's really unfair to ask someone to do that.

"Until recently I'd cry in the morning. I didn't want to get up. I'd dread Fridays because Monday was always looming over me. Another five days ahead of me. There never seemed to be any end to it. Why am I doing this? Yet I dread looking for other jobs. I don't like filling out forms and taking typing tests. I remember on applications I'd put down, "I'd like to deal with the public." (Laughs.) Well, I don't want to deal with the public any more.

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"I don't know what I'd like to do. That's what hurts the most. That's why I can't quit the job. I really don't know what talents I may have. And I don't know where to go to find out. I've been fostered so long by school and didn't have time to think about it.

"My father's in watch repair. That's always interested me, working with my hands, and independent. I don't think I'd mind going back and learning something, taking a piece of furniture and refinishing it. The type of thing where you know what you're doing and you can create and you can fix something to make it function. At the switchboard you don't do much of anything."

WORKING (excerpt)

FRANCES SWENSON

A bungalow in a lower middle-class neighborhood in the city. A widow, she lives with her grown son. "How would I describe myself? A happy-go-lucky middle-aged woman." (Laughs.)

She is a switchboard operator at a large motel frequented by conventioneers. She has had this job for three years, though she has been a telephone operator for at least fifteen.

"There are always five girls at the board. They can only take lunch one at a time. I'm fifty. The little one next to me is twenty. The one next to her is twenty. The other one's about forty. And the other one's about thirty-five. Oh, I love 'em and they love me. They think I'm a great old lady." (Laughs.)

"You have to have a nice smiling voice. You can't be angry or come in like you've been out the night before. (Laughs.) You always have to be pleasant--no matter how bad you feel.

"I had one gentleman the other day and he wanted an outside call. I asked his name and room number, which we have to charge to his room. And he says, "What's it to you?" "I'm sorry, sir, this is our policy." And he gets a little hostile. But you just take it with a grain of salt and you just keep on working. Inside you and in your head you get mad. But you still have to be nice when the next call comes in. I'm not the type to get angry on the phone.

"First thing I do is get my headset on, and I sit down at the board to relieve the girl that's been working all night. This is a board that's twenty-four hours. It's the type of chair that a stenographer would sit on. Believe me, after eight hours, it's not a comfortable chair. (Laughs.) We are constantly kept busy. There isn't an idle moment. There's not much time to converse. I have worked in different offices and you can even take the chance to pick up a crochet hook, to keep your fingers busy. Not here.

"I worked 125 hours last two weeks. We asked the boss why we didn't get time and a half overtime. He says, "Well, the girls at the front desk are getting it, I don't see why you don't. You'll get it starting the first of the month." We were informed today we were going to get it. The one that told us okayed it, but there are two higher in the hotel than he.

"At one time, they tried to bring the union in, but two girls voted it down and then they decided to quit. But it has to be. Because I lost my weekend. I was invited to a cookout and I didn't go. They needed me, so I figured okay, I'll go, they need me. But I lost out on a little fun.

"It's the tension you're under while you're sitting there working. At one time Illinois Bell had a rest home. Years ago, when the switchboard operators became tense, overwrought, they sent them there. They had nervous breakdowns. They don't have it now because I think things have gotten easier.

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"I'm tired at the end of the day. Say you pick up a thousand calls a day, and these cords are on heavy weights, and they get pretty heavy at the end of eight hours. You go to pick'em up and they'll slide right out of your hand, and you drop it. I worked with an operator who said she had more strength in her hand than a man because of using her hand all day.

"This board where I'm at now, you have to reach. The jacks are up pretty high. It's not easy on the arms. Sometimes the cords are as close together as your fingers and you've got to reach in-between if they want that number in-between, so you break your fingernails.

"When you get up like in my age and go to work, it's a grind. We can't take even one break because you're constantly needed.

"If you got to go, you've got to come right back. 'Cause you don't get a fifteen-minute break. This last week, when we were so busy, I said it would be nice if we had a place to stretch out. Sometimes you get so wound up you don't want to eat. I didn't want to eat for a couple of days, not because I wasn't hungry, but I didn't want to eat downstairs and there was nowhere else to go to get food. I went and sat in a different department just to get away from the switchboard. Because it's the yackety-yak and constant conversation, and it's really noisy.

"You're never without your headset. Your cords are retractable and you're talking as you get a drink of water. It's a pitcher we have about fifteen feet away. We're still plugged in and we're saying, "Can I help you, sir?"

"When you see a girl kinda slow down and relax, it puts the burden on the other girls. The main thing is to get the cord out of your hand and get rid of the call. If a customer wants to know how much the meals are, you don't sit and tell them, you give the call to the restaurant. Some of these people I work with will sit and they will explain everything. You've got to get rid of the call. The telephone company trains you to pick up more than one call at a time.

"A lot of men don't realize what a switchboard is and how complicated they are. We had one of the young men--an assistant manager trainee--he worked just the lunch hour, and he had it. You got to memorize all the departments. You can't keep looking at your sheets, you gotta remember these things.

"I think switchboard operators are the most underpaid, 'cause we are the hub of everything. When you call somebody, you want immediate service. Of course, I chose the job. If you choose the job, it's your responsibility. Just because I feel I'm not paid enough doesn't mean I'm not gonna give 'em good work.

"The kids today don't work like the older women. They take a job as it comes. If they want to work, they work. If they don't, they fool around. We have a couple that sit on the phone half of the day, take time out. That puts the burden on the rest of the girls. The older women are more loyal, they're more conscientious, they don't take time off.

continued...

"I had to have plumbing done in the backyard here. I asked a girl to switch shifts with me so I wouldn't keep them hanging that they couldn't get a girl to come in. I said if you can work my trick, I'll work yours. Where the other girls, they'd say, 'I'm staying home tomorrow.'

"Anybody that has done switchboard likes switchboard. It's not lonesome. You're talking to people. You ask another switchboard operator, they like it.

"But I feel they need us badly. They need us to be polite and they need us to be nice. You cannot have a business and have a bad switchboard operator. We are the hub of that hotel.

"And we don't get respect. We don't get it from the bosses or the guests. Although they are nice to us. But if they knew how hard we worked. Today communications is the big thing. So much business is over the phone. I really think we demand a little more respect.

"We sit there and we joke, 'Wouldn't it be great if we could just take this handful of plugs and just yank 'em?' (Laughs.) We think of it, we think of it. Like I said, you get so tense ... If we could just pull'em. (Laughs.) Disconnect them and see what happens. You accidentally disconnect somebody, which happens quite often. You don't do it on purpose, although there are times when you feel you'd like to do it."

WORKING (excerpt)

PAULINE KAEL

She is a film critic of The New Yorker.

"I consider myself one of the lucky ones because I really enjoy what I do. I love my occupation. But I've spent most of my life working at jobs I hated. I've worked at boring office jobs. I never felt they were demeaning, but they exhausted my energy and spirit. I do think most people work at jobs that mechanize them and depersonalize them.

"The occasional satisfaction in work is never shown on the screen, say, of the actor or the writer. The people doing drudge jobs enjoy these others because they think they make a lot of money. What they should envy them for is that they take pleasure in their work. Society plays that down. I think enormous harm has been done by the television commercials telling ghetto children they should go to school because their earning capacity would be higher. They never suggest that if you're educated you may go into fields where your work is satisfying, where you may be useful, where you can really do something that can help other people.

"When I worked at drudge jobs to support the family I used to have headaches all the time, feeling rotten at the end of the day. I don't think I've taken an aspirin or a pill in the last twenty years. The one thing that disturbs me on television is the housewife, who's always in need of a headache remedy from tension and strain. This is an incredible image of the American woman. Something terrible must be going on inside her if she's in that shape. Of course, she's become a compulsive manic about scrubbing and polishing and cleaning--in that commercial.

"Housewives in the movies and on television are mindless. Now it takes a lot of intelligence to handle children and it's a fascinating process watching kids grow up. Being involved with kids may be much more creative than what their husbands do at drudge jobs."

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WORKING (excerpt)

THERESE CARTER

"How would I describe myself? It'll sound terrible--just a housewife. (Laughs.) It's true. What is a housewife? You don't have to have any special talents. I don't have any.

"First thing I do in the morning is come in the kitchen and have a cigarette. Then I'll put coffee on and whatever else we're gonna have for breakfast: bacon and eggs, sausage, waffles, toast, whatever. Then I'll make one lunch for young Bob--when school's on, I'll pack more--and I get them off to work. I'll usually throw a load of clothes in the washer while I'm waiting for the next batch to get up out of bed, and carry on from there. It's nothing really.

"Later I'll clean house and sew, do something. I sew a lot of dresses for Cathy and myself. I brought this sewing machine up here years ago. It belongs here. This is my room and I love it, the kitchen.

"I start my dinner real early because I like to fuss. I'll bake, cook ... There's always little interruptions, kids running in and out, take me here, take me there. After supper, I really let down. I'm not a worker after supper. I conk out. I sit and relax and read, take a bath, have my ice cream, and go to bed. (Laughs.) It's not really a full day. You think it is? You make me sound important. Keep talking. (Laughs.)

"I don't think it's important because for so many years it wasn't considered. I'm doing what I'm doing and I fill my day and I'm very contented. Yet I see women all around that do a lot more than I do. Women that have to work. I feel they're worthy of much more of a title than housewife.

"If anybody else would say this, I'd talk back to 'em, but I myself feel like it's not much. Anybody can do it. I was gone for four days and Cathy took over and managed perfectly well without me. (Laughs.) I felt great, I really did. I knew she was capable.

"I'll never say I'm really a good mother until I see the way they all turn out. So far they've done fine. I had somebody tell me in the hospital I must have done a good job of raising them. I just went along from day to day and they turned out all right.

"Oh---I even painted the house last year. How much does a painter get paid for painting a house? (Laughs.) What? I'm a skilled craftsman myself? I never thought about that. Artist? No. (Laughs.) I suppose if you do bake a good cake, you can be called an artist. But I never heard anybody say that. I bake bread too. Oh gosh, I've been a housewife for a long time. (Laughs.)

"I never thought about what we'd be worth. I've read these things in the paper: If you were a tailor or a cook, you'd get so much an hour. I think that's a lot of baloney. I think if you're gonna be a mother or housewife, you should do these things because you want to, not because you have to.

"You look around at all these career women and they're really doing things. What am I doing? Cooking and cleaning. (Laugh.) It's necessary, but it's not really great.

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"It's known they lead a different life than a housewife. I'm not talking about Golda Meir or anybody like that. Just even some women in the neighborhood that have to work and come home and take care of the family. I really think they deserve an awful lot of credit.

"A housewife is a housewife, that's all. Low on the totem pole. I can read the paper and find that out. Someone who is a model or a movie star, these are the great ones I hear about. A movie star will raise this wonderful family and yet she has a career. I imagine most women would feel less worthy. Not just me.

"Somebody who goes out and works for a living is more important than somebody who doesn't. What they do is very important in the business world. What I do is only important to five people. I don't like putting a housewife down, but everybody has done it for so long. It's sort of the thing to do. Deep down, I feel what I'm doing is important. But you just hate to say it, because what are you. Just a housewife? (Laughs.)

"I love being a housewife. Maybe that's why I feel so guilty. I shouldn't be happy doing what I'm doing. (Laughs.) Maybe you're not supposed to be having fun. I never looked on it as a duty.

"I think a lot. (Laughs.) Oh sure, I daydream. Everybody does. Some of 'em are big and some of 'em are silly. Sometimes you dream you're still a kid and you're riding your bike. Sometimes you daydream you're really someone special and people are asking you for your advice, that you're in a really big deal. (Laughs.)

"I don't look at housework as a drudgery. People will complain: 'Why do I have to scrub floors?' To me, that isn't the same thing as a man standing there--it's his livelihood--putting two screws together day after day after day. It would drive anybody nuts. It would drive me wild. That poor man doesn't even get to see the finished product. I'll sit here and I'll cook a pie and I'll get to see everybody eat it. This is my offering. I think it's the greatest satisfaction in the world to know you've pleased somebody. Everybody has to feel needed. I know I'm needed. I'm doing it for them and they're doing it for me. And that's the way it is."

WORKING (excerpt)

JEANNE DOUGLAS

She is a professional tennis player. She is twenty-two. She travels nine months a year as a member of the Virginia Slims Professional Women's Circuit. "It's Women's Lib, you've come a long way baby. Yeah. There's been quite a discussion about a cigarette company sponsoring a sporting event. What can you say? Some of the girls smoke, some don't. It's just a way of promoting tennis. We're not promoting smoking."

When the women organized their own circuit, they were blacklisted by the United States Lawn Tennis Association. "The officials of USLTA are very well-to-do businessmen, who've never paid their way to Wimbledon. I always paid my way. It's like the tournament is run for them, not the players." The schism occurred because "women's prize money was less than half of the men's. For Forest Hills men were getting six thousand dollars and the women would get sixteen hundred. Billy Jean* is Women's Lib. She hit the roof." It was touch and go until Philip Morris came alone. "They own Virginia Slims. They couldn't advertise on TV any more, so they put money into Virginia Slims tennis circuit."

The circuit: Long Beach to Washington D.C., to Miami to Richmond. "People in town come out. Married couples. The blue collar will come maybe once a week. The upper class comes every night. Tennis is spreading. But I'm getting tired of living out of a suitcase and having my clothes wrinkled. That I hate. I love playing tennis.

"I started playing when I was eleven years old. My whole family plays. We're a huge tennis family. My uncle was like ten in the United States. My mom took it up after she was married. She got ranked twenty-fifth in southern California, which is one of the best places to play tennis. She works in a pro shop at our tennis club. She pushed me and I really resented it at first. But she made me play to the point where I was good enough to like it."

"It's pure luck that I was born when I was born. Now there's professional tennis. There wasn't before. It's a business now. Just like a dentist. You go at it training-wise, excercises, running.

"I want to be good, and this is the only way. But when there is money, the competition is so tough. There are like sixty-five women in the world, beating their heads against the wall every week, just playing against each other just week after week after week. It's really a hard life and getting a little shaky. Quite a few girls have gone home. The tops are getting the glamour--Billy Jean says, 'We're the ones who bring the crowds.'

"My mom wanted it for me because she never could play tennis. She's been to all the teas and just felt she accomplished nothing with her life. I go to these houses and stay with these housewives and it blows my mind that all they do is plan dinner and take care of the kid. They don't do anything, these ladies. I do want to get married and have a family, but I do want to do something.

"There's zero social life. I get romantically involved about twice a year and wreck my tennis to death."

*Billy Jean King

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SOME NONTRADITIONAL JOB OPPORTUNITIES FOR WOMEN

PROFESSIONAL

- Engineering
- Law
- Medicine
- Science
- Mathematics
- Geology
- Environmental Sciences
- Architecture
- Landscape Design
- Forestry
- Geography
- Anthropology
- Foreign Service
- Journalism
- Psychology
- Educational Research/Administration
- Accounting
- Protective Services (Fire/Police)

MARKETING

- Commission Sales
- Graphics
- Advertising
- Freight Forwarding
- Shipping (Domestic/International)
- Transportation (Airlines/Trucking)

TECHNICAL

- Electronics
- Radio/T.V.
- Drafting
- Chemical Technician
- Telephone Repair
- Office Equipment Repair
- Small Appliance Repair
- Medical Technician
- Tool & Die Maker

SKILLED CRAFTS /TRADES

- Surveying
- Welding
- Construction
- Plumbing
- Electrical
- Auto Mechanics
- Diesel Machines
- Masonry
- Carpet Layer

APPRENTICESHIPS

- Drywall Finisher
- Lather
- Carpenter
- Electrician
- Metal Fabricator
- Millwright
- Plumber/Pipefitter
- Bricklayer
- Cement Mason
- Glazier
- Plasterer
- Iron Worker
- Painter
- Heavy Equipment Operator
- Tilesetter
- Baker
- Meatcutter
- Printer
- Boiler Maker
- Carpet Layer
- Barber

TRAINING PROGRAMS

- Auto Mechanic
- Diesel Mechanic
- T.V. and Radio Repair
- Auto Body Repair
- Electronics
- Machinist
- Replacement Parts Management
- Welding
- Drafting Technician
- Surveying
- Mechanical Engineering Technician
- Forestry Technician
- Chemical Technician

OTHER JOBS

- Sales - Commission
    - Auto
    - Insurance
    - Furniture
    - Appliances

- Laboratory Technician
- Dental Lab Technician

- Driving
    - Local
    - Long- Haul
    - City Bus
    - Taxi Cab
    - Ambulance
    - Commercial Driver
    - Furniture Mover
    - Heavy Equipment

- Greenskeeper
    - Fire Fighter
    - Fire Watcher
    - Tree Planter
    - Park Aide

- Meter Reader
- Telephone Repairer
- Utility/Telephone Installer

- Sewage Treatment Operator
- Water Treatment Operator
- Chemical Plant Operator

- Auto/Diesel Mechanic
- Gas Station Attendant
- Tire Changer
- Parts Runner

- Shipping and Receiving Clerk
- Mail Deliverer
- Engineering

- Office Equipment Repair
- Appliance Repair
- Road Department Laborer
- Laborer, Construction
- Production/Mill Worker
- Flag Person
- Security Guard
- Warehouse Worker
- Lumber Yard Attendant

- Roofer
- Cabinet Maker
- Upholsterer
- Store Detective
- Custodian

ADVANTAGES OF NONTRADITIONAL JOBS

The following is a list of possible advantages of nontraditional jobs. Not all factors which motivate you to accept jobs will lead you to accept nontraditional jobs, but they may help you to consider those options. This is only a limited listing but as you can see, the advantages of nontraditional jobs are many:

Salary:	Nontraditional jobs afford the opportunity for better pay. First, with more jobs to choose from there is a better chance to get a better paying job. Furthermore, jobs traditionally held by men do pay better.
Advancement Opportunities:	Nontraditional jobs are often unionized, and usually have an established career ladder or pattern for advancement. In construction work, for example, a worker can move from apprentice to journeyman/woman, shop steward, foreman/woman, etc.
Benefits:	Because nontraditional jobs are often unionized, greater fringe benefits and other items of security are usually provided.
The Work Itself, Satisfaction:	Feeling good about what you do is particularly individual, but the greater the range of experience your job offers and the more options it makes available, the greater your chance of self-satisfaction. Remember that you may have to allow yourself time to get used to an unfamiliar work setting or the physical demands.
Education/ Training:	Nontraditional jobs are generally more specialized and may require more on-the-job training to develop skills. Apprenticeship training, for instance, usually provides wages equal to half of journey wages, thus enabling trainees to earn while they learn.
Work Hours:	Many nontraditional jobs have potential overtime pay. Nontraditional jobs often have a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher. Developing journeywoman status in a trade may mean you can set your own hours.

New Challenges for Women Workers

by Carolyn J. Jacobson

The 1970s were a decade of growth and opportunity for women in the workforce. But along with the unprecedented gains for women workers came unprecedented challenges like achieving equal pay for work of comparable value, guaranteeing job safety and health, overcoming sexual harassment on the job and balancing home obligations with work.

For the 1980s, the realities faced by women workers and their unions start with a story of phenomenal growth in their numbers. For the previous decade, almost 1 million new women workers joined the workforce each year, capped by a record-setting influx of 1.9 million in 1978.

In the first six months of 1979, women workers passed a milestone, with a majority of all women 16 years of age and over now in the labor force—a total of 43 million, or 51 percent. Estimates for the end of the 1980s say as many as 57 million women will be in the labor force.

This unprecedented influx of women into the labor force also marked a change in employment patterns. Women explored new occupations, including managerial and administrative positions.

Yet women continue to earn only 59 percent of what men earn. This spread has not improved since enactment of a 1963 law that guaranteed women "equal pay for equal work." One of the principal reasons is occupational segregation. Almost 80 percent of women in the workforce remain in low-paying, low-skilled jobs with little hope of advancement. Women are still concentrated in just 20 of the 420 occupational classifications listed in the Labor Department's Dictionary of Occupational Titles (DOT). The Conference Board, a business research organization, reports that three-fourths of all working women are employed in services, finance, real estate, retail trade and light factory work—what sociologists call the "girls ghetto." For these women, the 1970s brought little change from the inequities in the workforce of previous years.

For the decade of the 1980s, at least one myth is gone: that women are working for "pin money." In fact, the number of families headed by women increased from 10.9 percent in March 1970 to 14.6 percent in March 1979. The number of single women in the labor force also climbed in the past 10 years. According to the Bureau of Labor Statistics (BLS), in 1975, 68 percent of the female labor force was single, widowed, divorced or separated, or married to husbands who earned less than $10,000 per year (the amount needed for a family of four to maintain a low standard of living in 1975). Today, 62.7 percent of all never-married women hold jobs.

In addition, women workers have been subject to higher levels of unemployment than men. Women's unemployment in 1975 averaged 9.3 percent as compared to [illegible] percent for men. In 1976, the gap widened as the economy improved, with unemployment for women at 8.6 percent and unemployment for men at 7.0 percent. These figures, of course, mask the massive problem of underemployment of women.

Minority women have an even higher labor force participation rate than white women and also a greater proportion have dependents.

The median earnings of minority women are the lowest of all workers, while their incidence and duration of poverty and unemployment is the highest of all workers. Minority women who head households have the most difficult time, with 50 percent of the households they head operating on incomes at or below the federal poverty level.

As a result of the expanding job opportunities in the late 1960s and early 1970s, many young couples postponed having children. The birth rate per 1,000 population dropped from 19.4 in 1965 to 14.7 in 1976, the lowest ever recorded.

The 1970s also marked the highest divorce rate ever. The proportion of women workers who were married decreased from 59 percent to 55 percent during the decade.

The age group that experienced the greatest increase in labor force participation was between 25 and 34. Many women in this age group got married or had children while remaining at their job—a departure from the habits of previous generations. Consequently, their labor force participation rate increased 17 percent between 1970 and 1978, reaching 62 percent in 1978. Today, in half of all U.S. marriages, both the husband and wife work.

In their exploration of new occupations in the 1970s, women overcame many employment barriers—hiring into jobs as truck drivers, miners, plumbers, welders, telephone installers and line "repairmen."

In 1977, women comprised one-fifth of 1 percent of the nation's electricians and heavy equipment operators. In 1974, women numbered 1,000 of the nation's 200,000 mine workers; there are now 5,000. More and more women have climbed the promotional ladder to achieve status and pay closer to equal that of male workers.

Carolyn J. Jacobson, "New Challenges for Women Workers", AFL-CIO American Federationist (April 1980), pp. 1-8.

More apprenticeship programs were also opened to women. In 1972, women were first accepted as apprentice painters and carpenters and by the end of the decade, their apprenticeships in such trades as electricians, welders, plumbers and other skilled trades had grown until they made up 2 percent of all workers in these trades.

That 2 percent in skilled trades compares with 41 percent of the labor force. In 1977 women workers represented 98 percent of all secretaries, 94 percent of all typists, 64 percent of all service workers, 78 percent of all clerical workers, 95 percent of all household workers, less than 10 percent of skilled workers, and less than 5 percent of all managers. Further, women are 3.7 times more likely than men to be within the $5,000 to $6,999 earnings range, and much less likely than men to be earning $10,000 to $15,000 and over.

Female clerical workers are low paid compared to male clerical workers and to workers in occupations which are predominantly male. In 1976, the annual earning of a female clerical worker was $7,562 compared with $12,136 for a male.

One explanation for the low wage level of women workers is that they do not join unions in the same numbers as men. This is especially true in clerical work, where only 11.5 percent are unionized compared to 34.1 percent of women in blue-collar jobs.

The 6.7 million women who are now in unions and employee associations have salaries more than one-third higher and better benefits than those not organized, and they have the protection of contract grievance procedures. Just as the union contract narrows the black-white wage gap, so does it help narrow male-female inequities. Today a woman still earns $3 for every $5 a man earns. However, union women are in a more favorable position than their non-union counterparts. According to 1977 BLS statistics, unorganized working women earned an average of $159 a week, almost 30 percent less than the $206 for women in unions. For almost all industries on which BLS reports, union women surpass non-union women in earnings. In the services sector, including professional services, the differential is as high as 38 percent. But these advantages have not reached 33 to 34 million American women workers who are not organized.

Today, one out of every five union members is a woman and women's union membership increased by 34 percent between 1956 and 1976. Women accounted for more than half the total growth in union membership between 1966 and 1976. More women are joining unions, and are joining a wider variety of unions. In 1956, 27 percent of unions reported all-male membership; only 11 percent did so in 1976.

The Family with Two Working Parents

With the march of women into the workforce in record numbers comes the parental burden of obtaining adequate child care—particularly because a greater number of young mothers and single parents are entering the workforce.

Most of the increase of women in the labor force in the 1970s occurred among women under 35 years of age, many of whom were married and had preschool children. Unlike women of the previous decade who left the labor force temporarily or permanently, these women have a strong labor force attachment.

The Department of Labor reports that about half (49.8 percent) of all children under 18 years of age had mothers in the workforce. In fact, of the nearly 41 million women in the labor force, 16.1 million had children under 18 years of age. Almost two-thirds of all working mothers, or 10.3 million, had children 6 to 17 years of age. Further, 6 million had children under age six. This accounted for nearly two-fifths of all working mothers.

The number of families headed by women has also increased dramatically—to more than 8 million. In these families, regardless of the age of the children, the mother is more likely to be in the labor force. About two-fifths of the 8 million women-headed families have incomes below the poverty level. The participation rates of never married, widowed, separated or divorced mothers who had young children under six years of age was substantially higher (55 percent) than those with husbands present (42 percent). In addition, of the nearly 29.7 million children under age 18 with working mothers, approximately one out of five was living in a single-parent home.

For many working parents—in both single and two-parent families—child care is often unavailable, "make shift" or too expensive. In 1975, it was estimated that a fourth of all children of working parents

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who were receiving care could be grouped under the category "arrangements unknown." Among this group were almost 2 million children, aged 7 to 13, who cared for themselves after school.

Yet, throughout the 1970s there was virtually no progress in federal child care and a lowering of the quality of care provided in the few remaining programs.

Several unions have made preliminary studies of their members' child care needs and arrangements. In one survey, by the Electrical, Radio & Machine Workers (IUE), 80 percent of the respondents said they took time off without pay when their children were ill and 62 percent said the same in a Postal Worker survey. In addition, 54 percent of the postal employees felt that their children were receiving only satisfactory care, while only 19 percent felt the services were superior. In the latter cases, the child was either with a close relative or in a day care center.

The Clothing & Textile Workers, pioneers of union-sponsored and operated child care centers, now has about 75 plants, with centers financed by an employer's contribution of 1 percent of the gross payroll. The special child health fund was established and is administered jointly by union and management.

Alternate Work Schedules

Another solution to child care problems for families with working parents is the relatively new concept of alternative work patterns.

Flexi-time, for example, is a system which gives employees some choice in their daily working hours. During each day, there is a core time in which employees are required to be at work. They are then free to choose their remaining working hours from the "flexi-time" periods. Often, the employee can work more or less than eight hours a day so long as a given amount of "contracted hours" are worked in a designated time frame.

While, in theory, flexi-time should increase workers' satisfaction and consequently increase production, early indications are it may have only a limited potential and is mainly a concept for white-collar workers. Even there, the system bears some resemblance to a "time clock" environment, which would greatly infringe on the office workers' freedom.

Job-sharing is another alternative work pattern in which two people share one full-time job. At a New York Life Insurance Co. office, for example, 240 people are employed to fill 130 clerical jobs. Each employee works a schedule of one week on, one week off, alternating with a counterpart and a split of both wages and benefits. Other variations have employees on a daily, monthly, or semester basis. Job-sharing enables more parents to combine occupational demands with family needs. Inherent in the job-sharing scheme, however, is reduced earnings. According to Barbara Olmstread of the New Ways to Work Organization in San Francisco, "Unless there's another source of income in the family, then it is difficult."

One alternative work pattern has been around for centuries: part-time work. This type of work would allow a man or woman to be at home, thus allowing more time to care for the children. However, there are many drawbacks—perhaps the main one being that part-time jobs have often been pegged as "women's work." Further, in the United States, many part-time workers receive no fringe benefits, medical care or insurance and little to no pension contributions.

Other work alternatives include compressed and shortened work weeks, staggered hours, rotating shifts, work pauses, paid sabbatical and extended parental leaves of absence. These ideas are coming under closer scrutiny as the workforce becomes increasingly more complex and diversified.

Equal Pay for Comparable Work

Equal pay for work of comparable value is one of the foremost issues for women workers. It means that jobs should be evaluated in terms of skills and responsibilities required, and that jobs of "equal value" or "comparable worth" would be paid equally, even if the jobs are quite different in nature.

Work comparability, a relatively new idea, has been confused with the totally separate concept of equal pay for equal work. Work comparability attempts to compare the value of large classifications of workers.

How, for instance, does a job on the dock loading trucks compare with the job of forklift operator inside the warehouse? Or how does either compare with the jobs of stock clerks sorting orders or preparing tags in the shipping department? Women may want to win some of the forklift jobs or jobs driving the trucks—and get equal pay when they do—but they are also trying to win a judgment of the "comparable" value of the shipping office, where women may be "traditional," in relation to the "men's" jobs.

The only major study on comparability, done by Norman D. Willis and Associates for Gov. Dan Evans of Washington, illustrates the difference in pay between equivalent state positions filled predominantly—70 percent or more—by one sex or the other. Disparate jobs were compared via an evaluation of the knowledge and skills required, mental demands, accountability and working conditions. When the jobs were rated on a point system and compared, it showed that the state had two pay systems. At the lowest level jobs, the difference between men's and women's pay was $150 per month, while at the highest levels, the differences were about $400 per month. With each wage increase, the comparable work gap widens, and the state personnel chief estimated it would cost $74 million to offer all

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state employees equal pay for jobs of equal value.

David Thomsen, director of the Compensation Institute in California, said in a newspaper interview that organizations can use two types of job evaluations:

- One that looks at external factors and determines pay by what the job is paid in the marketplace. This method tends to reinforce traditional inequities.
- The point-factor approach, which looks at characteristics found in a position like skill, responsibility and effort, and compares it with other jobs in the organization.

The University of Washington, for example, assigns 93 points to food-service workers, the majority of which are female, and pays a starting salary of $646 to $827 per month. Traffic guides, most of whom are male and whose job is to issue passes to cars from the gatehouse at the edge of the campus, are assigned a lower figure, 89 points, but receive a starting salary of $806 to $1,032. Obviously, the pay scales pre-date the survey and its assignment of point value.

Other states, including Michigan, Connecticut, Minnesota and Nebraska, have commissioned studies of state employees to determine wage differentials between men and women in comparable jobs. In Denver last year, eight nurses brought suit against the state for pay inequities. Judge Fred Winner ruled against the nurses because the case was "pregnant with the possibility of disrupting the entire economic system of the United States of America." He added, "I'm not going to restructure the entire economy of the United States."

Thus far, with the exception of one federal employee case, few equal pay cases have been successful in the courtroom. In one Iowa case, the charge was that women in the all-female clerical department at a university received less pay than men in the nearly all-male physical plant department. Even though these jobs were assessed as having equal value by an independent job evaluator, the court held it was not a discrimination case under Title VII of the 1964 Civil Rights Act. Courts have limited the scope of Title VII further because of Congressional language in the Bennett Amendment, which states that: "It shall not be an unlawful employment practice under this title for any employer to differentiate on the basis of sex in determining the amount of wages or compensation paid or to be paid to employees of such employer if such differentiation is authorized by the provisions of section 6(d) of the Fair Labor Standards Act of 1938. . . ."

The result is that Title VII can be used only if there is unequal pay for equal work—and is not being interpreted as applying to work of comparable value.

The Equal Employment Opportunity Commission (EEOC), is supporting a study by the National Academy of Sciences to assess the "feasibility and desirability" of developing methods that would be capable of determining the "relative monetary worth of jobs."

A major test for the comparable worth issue is the IUE suit against Westinghouse, pending in a U.S. Court of Appeals. IUE alleges that the pay of women's jobs at Westinghouse's Trenton, N.J., plant discriminates against women in violation of Title VII.

In one case, a federal court ruled that the Government Printing Office was guilty of discriminating against 300 women employees on the basis of sex. The court found that male colleagues were receiving $4 more per hour for similar work. Judge Charles R. Richey ruled that the GPO's pay differentiation "operates to perpetuate the effects of past discrimination and is not justified for business purposes."

EEOC will hold public hearings on job segregation and wage discrimination in the Spring of 1980 to identify the extent of the problem of depressed wages of jobs held largely by minorities and women, and to establish if the wage rates are in fact the result of discrimination.

While equal pay for work of comparable value is a relatively new issue, it has gained attention since the 1979 AFL-CIO convention endorsed the concept.

Special Questions in Job Health, Safety

In some industries, job safety is an issue of concern to women because of large numbers of women employed. Examples are the problems of solvents, acids, metal fumes and epoxies in electronics; noise and cotton dust in textile; and wrapper's asthma in meatpacking. Women make up 75 percent of the workforce in electronics, 48 percent in textile and 98 percent in meat wrapping. For clerical work, which is 98 percent female, the concerns are stress, poor lighting, noise and inadequate ventilation.

In other industries, the number of women is too small to give statistically valid results, so women are excluded from analysis—creating the hazard of ignoring women's problems.

The new problem in women's health and safety is protective discrimination. Fearing damage to the unborn child, employers deny certain jobs to women, thus closing off an employment opportunity without adequate knowledge of the substances posing a potential risk.

Federal equal employment officials estimate at least 100,000 jobs involving contacts with potential teratoyers (a substance that may interfere with the development of a fetus after conception) are now closed to women, either because of corporate policies or through channeling of women away from these positions.

Some unions, including the Oil, Chemical & Atomic Workers, Auto Workers and the Rubber Workers, contend that industries are using exclusionary procedures to avoid the expense or bother of cleaning up their operations. This is true both for substances harmful to the human reproductive system and for those which endanger the lives of workers. The exclusionary procedure circumvents the new Pregnancy Discrimination Act, which went into effect April 29, 1979, as

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an amendment to Title VII.

It requires employers to give pregnant employees the same benefits they give all other workers with temporary disabilities and holds that discrimination on the basis of pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination. Therefore, a woman is protected from being fired or refused a job because she is pregnant or had an abortion. Further, a pregnant woman who takes a leave of absence is entitled to return to her job with seniority credits. The same principle applies to such fringe benefits as sick leave, disability benefits and health insurance. Any insurance program approved by the employer must cover expenses due to pregnancy-related conditions.

Banning women from jobs which present known hazards to the reproductive system provides yet another vehicle discrimination—but worse, has resulted in some cases of forced sterilization.

An example occurred at the American Cyanamid Co. paint plant in Willow Island, W.Va., where company policy required five women to be sterilized in order to keep their jobs in the plan's lead section, because lead is one of the substances known to be a teratoyer.

In a citation issued Oct. 9, 1979, OSHA alleged that American Cyanamid's sterilization policy was a willful violation of the general duty clause of the Occupational Safety and Health Act of 1970. The OSHA clause requires employers to provide a work environment free from recognized hazards likely to cause death or serious physical harm.

So the exclusion of women specifically from a certain job can be a violation both of OSHA and of Title VII. The operative OSHA section protects the employees' reproductive health by requiring that standards be set so "that no employee will suffer material impairment of health or functional capacity."

Banning women from jobs known to be hazardous to their reproductive systems is no answer to the need to provide safe workplaces. In many cases where lead, for example, has been found to be dangerous to both men and women, men have stayed on the job.

Given the possible implications of barring women from certain jobs, the EEOC resolved in 1978 that "exclusionary employment actions taken hastily or without regard for rigorous adherence to acceptable scientific processes may be viewed as unlawful discrimination."

As a result of the dramatic increase in the number of women in the workforce, women are becoming afflicted in increasing numbers by social and physical problems that were formerly largely the domain of men.

Sexual Harassment: Form of Job Pressure

The issue of sexual harassment gains increased awareness as women's numbers increase in the workplace—especially women's entry into non-traditional jobs in predominantly male occupations.

Catherine A. McKinnon, author of "Sexual Harassment of Working Women," says that most forms of sexual harassment fall into two categories. One type consists primarily of "unwanted and unsolicited verbal comments, gestures, invitations, propositions and other actions that treat women as sex objects rather than workers."

The second form demands sexual favors "which, when refused, results in firing, demotion, denials of raises, promotions, or opportunities for training, or other effects on a person's employment."

While such harassment can be present in all work situations, the women who are hardest hit by sexual harassment on the job are waitresses, clerical workers and factory workers and those in non-traditional jobs. Men who feel threatened by the presence of women in a formerly all-male worksite sometimes resort to sexual harassment to undermine the women's accomplishments and effectiveness or induce them to quit. Since women are still concentrated in lower-level jobs, many women are in pressure situations when it comes to fending off unwanted advances by male co-workers who are in positions of authority.

The Department of Labor has revised equal employment opportunity regulations to require that federal contractors "ensure and maintain a working environment free of sexual harassment, intimidation and coercion at all sites. . . ."

The EEOC has taken the position that such harassment constitutes sex discrimination under Title VII. In fact, EEOC has insisted that "sexual discrimination, like racial discrimination, generates a 'psychologically harmful' atmosphere" and that "Title VII guarantees female employees as well as black employees a working environment free of (discriminatory) intimidation."

In hearings before a House subcommittee, Louise Smothers of the Government Employees (AFGE) listed ways federal employees can attack the problem of sexual harassment:

"First, the employees could initiate an equal employment charge . . . leading to a formal complaint, with the ultimate resort to federal court.

"Second, one of the strongest weapons available to women is their right to organize into unions and to bargain collectively for contractual provisions that establish strict prohibitions against sexual harassment on the job.

"Third, a (federal) employee could request an investigation by the Board with statutory authority to initiate a complaint against the harasser . . ."

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In the private sector, women have successfully brought supervisors to court for job-related sexual harassment. Mary K. Heelan, a former Johns-Manville Corp. project coordinator in Denver, sued the company after her supervisor fired her for refusing to submit to his sexual demands. In a decision handed down in April 1978, Denver District Court Judge Sherman G. Finsilver ruled that the company was guilty of sexual discrimination under Title VII.

Few companies have official policies on sexual harassment and many refuse to deal with it. One typical employer statement was by an official of Michigan Bell, who said, "It can be very sensitive for an employer to intrude into relationships between male and female employees." A Denver liquor distributor dismissed the topic with, "We don't have a policy because we don't have sexual harassment."

Contract language in negotiations is one method unions are studying in dealing effectively with the problem.

Ultimately, the courts will have to decide whether sexual harassment is exclusively a private matter or within the bounds of the legal system.

Social Security: Correcting Inequities

The 40-year old Social Security system is in need of revision to protect women's rights. Originally designed to protect the prevalent family structure of women as full-time homemakers and men as sole "breadwinners," the changing roles of both men and women have spawned problems.

The major changes that have occurred in both the economic role of women and the institution of marriage since social security was enacted are not reflected in the way benefits are awarded. Women born in 1970, on the average, will spend about 23 years working for pay, nearly twice the working period of women born in 1940. Despite the numbers of women insured under social security on the basis of their own earnings, many receive no more benefits than if they never worked outside their homes. And as divorce rates have shot up, many women have been deprived of social security protection as dependent spouses.

The treatment of married women as dependents under social security should be reconsidered as women are increasingly recognized as equal partners in marriage. The issue is whether dependency is any longer an appropriate device at all. AFL-CIO Social Security Director Bert Seidman projects that the solution will come "from some system for the sharing of earnings of husbands and wives for the purpose of social security benefit determination."

Working women are less likely than men to be covered by pension plans. Even those who are covered and achieve vesting receive substantially smaller average payments than men for several reasons: since the pension is related to earnings, women's pensions are less because they earn about 59 percent of what men earn; most women have worked less than 30 years or have lost credit through a break in service; some plans are integrated with social security so that benefits are reduced by the amount of social security retirement benefits paid to the employees. Generally, divorced wives have inadequate protection under private pension plans.

Women in Their Unions

For women workers, perhaps more than other workers, the most effective means to achieve equality is participation in collective bargaining and unions.

Many of the challenges women face in the workplace are the same ones which in 1974 prompted formation of the Coalition of Labor Union Women (CLUW). One of its four pronounced goals is to aid in organizing the unorganized—which CLUW feels is a sine qua non of its other ambitions.

In five of the nine industries in which women constitute more than 40 percent of the total employment, union membership includes less than 25 percent of the workers—in textile, finance, service, state and local government. And in none of the industries with more than 40 percent women was the share organized as high as 75 percent.

In January 1980, CLUW joined the Industrial Union Department in co-sponsoring a conference on organizing women which concentrated on helping women overcome fear of employer reprisals for union activity and wipe out negative images of unions among women. This was part of a CLUW organizing program, which will include establishing permanent organizing committees in each of 22 CLUW chapters.

This is one of many activities to address the needs of women workers.

The AFL-CIO Food & Beverage Trades Department has developed a slide show about women workers to assist in determining organizing targets. The Department for Professional Employees has recently created a clearinghouse to address the employment needs of women in their affiliated unions. A number of unions have women's activities or human rights departments and committees, which run programs and conferences on the issues. The George Meany Center for Labor Studies annually offers a week-long institute on women workers and the University-College Labor Education Association, in conjunction with the AFL-CIO, holds regional schools for women unionists.

In its booklet "Effective Contract Language for Women," CLUW says the contract of the 1980s should be one that spells out the rights of female workers to help women break out of the poorly paid "women's jobs," secure comparable pay for work of equal value and go beyond provisions of the law in pregnancy

Carolyn J. Jacobson, "New Challenges for Women Workers", AFL-CIO American Federationist (April 1980), pp. 1-8.

coverage.

In order to help union women move into leadership positions, CLUW has developed a project to document and publicize information on women's union leadership roles and present a resource and training manual describing specific action programs to aid union women in increasing their leadership opportunities.

An important step toward an expanded role for women in union leadership was taken in February 1980 when the AFL-CIO Executive Council voted to expand representation of women and minorities by waiving the tradition that council members be general officers of affiliated unions.

Although the 1970s opened up unparalleled opportunities for women and with them unprecedented problems, unions are clearly the most important weapon women have in their fight to achieve better wages and working conditions and provisions of particular concern to them. In addition, it is organized labor, working with its allies, that continues to push for legislation that benefits all workers.

As individuals, working collectively through the labor movement, women can and will achieve equality.

CAROLYN J. JACOBSON is managing editor of BC&T News, publication of the Bakery, Confectionery & Tobacco Workers. She has written extensively on women workers, including previous Federationist articles. She was assisted on this article by Edye Merzer and Jill Flack.

GOOD NEWS

THERE ARE 42,936,000 WORKING WOMEN

"TECH" LABOR SHORTAGE OFFERS JOB BONANZA FOR WOMEN

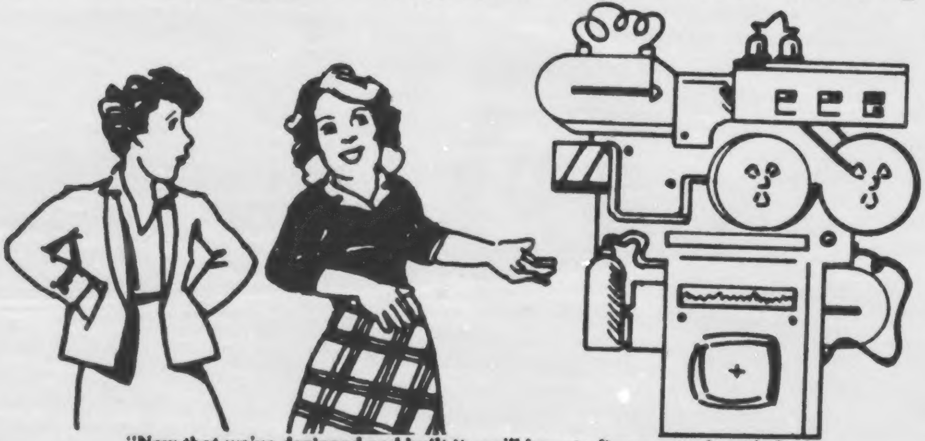
About six months ago, on a balmy California day, Joan Manning was watering plants when she sighted a small plane trailing a banner above the horizon. "Hughes Needs Engineers," read the streamer. The recently divorced mother of two young children, Manning, 37, was delighted with the airborne help-wanted ad. Her last job had been with Lockheed as an electronics engineer, a position that had ended when a government contract was not renewed. Hughes's shortage of technical workers provided her with a much-needed opportunity.

Manning, along with thousands of other women, is finding that the current lack of skilled and professional workers in many technical industries is providing an unexpected, lucrative source of nontraditional jobs.

NEW TREND EMERGES

The number of job openings for skilled and professional labor comes as somewhat of a surprise as unemployment figures continue to run high.

With labor shortages in the computer, machine-tooling, aerospace and other fields, women, for the first time, are being recruited for the most nontraditional of non-traditional jobs.



"Now that we've designed and built it, we'll have to figure out what it's for."

ILLUSTRATED BY MALLORY CALLAN

by Amy Orrick
Los Angeles

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Technical knowledge will pay off, said a labor spokeswoman: "Women need to dig deeper and find out about less familiar areas of the job market."

Unskilled women and teenagers form a sizable majority of those looking for work. But nationwide employment agencies point out that even minimal skills are now marketable.

Ellen Wernick, education and women's activities specialist with the Human Resources Development Institute of the AFL-CIO, pointed out that, despite shortages of skilled workers, "skilled blue-collar labor is not where it's at. Women need to begin to look into the nontraditional areas of nontraditional labor. Already, areas such as construction work have become clichés for women. Women need to find out about less familiar aspects of the job market."

Computer, machine-tooling, aerospace and many other industries are hiking pay, offering bonuses and looking far and wide to find trained workers. In a lead story on the shortage of skilled labor, *The Wall Street Journal* printed a warning from some economists that further expansion of the economy amid a scarcity of trained workers could severely aggravate inflation. "Any overall expansion is inflationary because the labor and capital inputs aren't available," said Michael Wachter, a University of Pennsylvania economist.

Labor scarcities exist in enough job markets "to suggest an economy-wide shortage," Kenneth Goldstein, associate economist at the Conference Board, a New York business-and-research organization, told *The Journal.*

In the next decade, technical jobs will be the second biggest segment of job growth after health occupations—and they may offer important alternatives for women college graduates in the 1980s whose degrees will be less in demand.

ON-JOB TRAINING STRESSED

With competition for skilled labor so stiff, many companies are increasing their training and education programs—a major bonus for women who lack training or who want to move ahead in highly specialized industries.

Wernick warned against vocational and professional schools. "Unfortunately, they often invest in out-of-date or inappropriate training. They often buy expensive training machines that are no longer being used by industry, or they train people for jobs that have few openings. There is really very little cooperation between the labor market and most vocational-training facilities."

Now, under the Comprehensive Employment and Training Act (CETA), first instituted in 1973 and reauthorized last year, industry sponsors are providing job-market information. "We're trying to work out a nationwide job bank so we can learn more about which jobs are available and what sort of training they require," Wernick said.

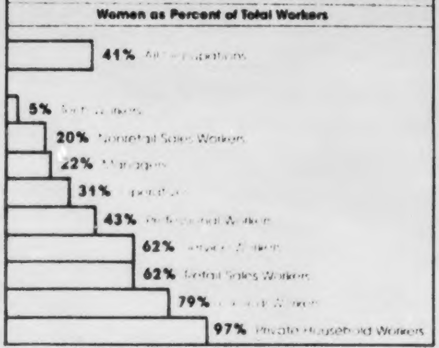
GOOD NEWS: THE QUIT RATE'S UP

The prime indication of the number of openings now available is what the Bureau of Labor Statistics calls the "quit rate," the rate at which employees are leaving their jobs for what are presumed to be better jobs. In 1978, the rate was up 11 percent over the 1977 rate, with a sizable proportion in skilled labor.

What are the best new job prospects for women? Arnold Packer, assistant secretary of labor for policy evaluation and research, who deals in long-range economic forecasts, said, "Certain fields—mainly computers, the medical field and engineering, particularly chemical engineering—show excellent signs for women in the future. The machine-tooling industry also looks promising."

Jobs in the technical area will provide important alternatives for college graduates in the 1980s, when college degrees will be less in demand. Elizabeth Waldman, senior economist specializing in data on working women for the Bureau of Labor Statistics, said, "Technical jobs will be the second biggest segment of job growth after health occupations in the next decade. We'll need lots of engineering and science technicians. We'll need TV and radio technicians because of the growth in the home-entertainment business. In fact, the home-entertainment boom looks as if it will provide lots of jobs, all the way from broadcasters to repair people for home electronic equipment."

Women Are Underrepresented as Tech Workers—Yet This Is the One Area in Which Women Earn As Much As 66% of What Men Earn



SOURCE BUREAU OF LABOR STATISTICS

WHO NEEDS WOMEN? BOEING, GENERAL DYNAMICS...

A nationwide sampling of technical industries indicated that the recruiting, hiring and training of women on any large scale is only just beginning. "Our industry currently employs a total of about 90,000 people," said Leslie Johnson, training coordinator for the national headquarters of the National Tool Builders Association. "These people are employed by the 350 member companies of our association—companies that could hire perhaps another 10,000 or so workers. There is definitely a critical shortage of skilled people. Most of our companies are currently recruiting and hiring women."

"Our primary concern right now is finding structural engineers," said Harold Carr, public-relations manager for Boeing Commercial Airplane Co., Seattle. "We also need skilled machinists and die- and toolmakers. I think it would be great if more women got into machine work. It's a highly skilled field and there is always a shortage of people. And the future looks good."

"Recently, we have been conducting an aggressive recruiting campaign for all kinds of people in engineering," said a spokesman for the Convair Division of General Dynamics Corporation, San Diego. "Jobs are available for the whole gamut of engineering—mechanical and design engineers for example. Jobs are there for women throughout a broad base of the engineering discipline."

"Engineering, computer sciences, software development—all have good opportunities for women," said John Kane, an officer of Hewlett-Packard, Palo Alto, California. "Lots of schools are starting to offer what they call 'computer science' degrees that cover a whole range of jobs. These degrees are particularly useful in helping women get jobs." **W**

THE BEST JOBS FOR WOMEN IN THE '80s

A guide to the jobs that offer the best pay and widest opportunities for women in the next ten years

By KATHRYN B. STECHERT The best jobs for women in the 1980s are, quite simply, men's jobs. And the good news for women seeking to enter the job market or change careers is that most jobs fall into that category. Of the 441 jobs in the Census Occupation Classification System, only about sixty have a significant number of women; all others are traditional male fields.

"Nontraditional jobs are where the money and the opportunities for advancement are. And employers are feeling legal pressures to hire more women," says Jane Fleming, director of Wider Opportunities for Women, a nonprofit women's employment service and advocacy organization in Washington, D.C.

Another reason some nontraditional jobs are so appealing to women, says Carol Eliason, director of the Center for Women's Opportunities of the American Association of Community and Junior Colleges, is that they offer greater opportunity for self-fulfillment. Traditional female occupations—particularly unskilled and semi-skilled jobs, like file clerk, factory assembler, typist, hospital aid—tend to have a high boredom factor. "A woman who goes into a technical field," Ms. Eliason says, "is likely to find greater satisfaction than in one of the repetitive jobs women typically hold."

The most attractive feature of nontraditional jobs, however, is higher

OCCUPATION	OPENINGS PER YEAR	SALARY	EDUCATION OR TRAINING	% OF WOMEN IN JOBS IN 1978	FORECAST	CONTACT FOR MORE INFORMATION*
Accountant/ Auditor	51,500	$11,500–$20,000 per year	Best opportunities for college graduates, particularly those who have worked part time for an accounting firm while in school. State licensing required for some jobs.	30.1	Employment expected to increase as business becomes more complex and managers rely more on accounting information to make business decisions.	**National Association of Accountants,** 919 Third Ave., New York, N.Y. 10022
Automobile mechanic	32,000	$7.76 average hourly pay	Many learn through years of informal on-the-job training; auto-repair courses in secondary, trade or vocational school helpful. Apprenticeship programs also available in some places.	0.6	Job opportunities will be plentiful in this large, growing field. Auto-repair business not very sensitive to changes in economic conditions.	**Automotive Service Industry Association,** 444 Michigan Ave., Chicago, Ill. 60611
Bank officer or manager	28,000	$15,000–$40,000 (more in large banks)	An MBA (Master of Business Administration), with an undergraduate major in social science, is ideal. Many banks, however, offer management training programs to those with bachelor's degrees.	30.4	Rise in employment expected as banking services continue to expand and as increasing dependence on computers requires more officers to provide management and control.	**National Association of Bank Women,** 111 E. Wacker Drive, Chicago, Ill. 60601
Carpenter	67,000	$11 average hourly pay	Those with the all-round training provided in apprenticeship programs will be in greatest demand and have most opportunity for advancement.	1	Plentiful job opportunities except during economic slowdowns. Some companies actively seeking women to ward off charges of discrimination.	**Your state's dept. of labor** can put you in touch with the nearest office of the U.S. Bureau of Apprenticeship and Training.
Computer Programmer	9,700	$10,400–$19,000 per year	Prospects are best for college graduates with degree in computer science or related field. Work experience less important than training geared to employer's specific needs.	26.7	Opportunities will grow with the expanding use of computers throughout the business world, and especially in accounting and business-management firms.	**Association of Computer Programmers and Analysts,** 294 Main St., East Greenwich, R.I. 02818
Computer Systems Analyst	7,600	$13,000–$20,800 per year	Best preparation is a science or business degree, plus computer training and work experience, most likely as a computer programmer.	21.1	Outlook for graduates of computer-related curricula is excellent. Demand for analysts should be strong as computer capabilities increase and computers are used for more varied problems.	**American Federation of Information Processing Societies,** 1815 N. Lynn St., Suite 800, Arlington, Va. 22209
Dentist	4,800	$39,500 per year average in private practice, though earnings can go much higher	Written and practical exams and degree from dental school (usually 4 years) required for licensing. Bachelor's degree helpful, but not required for admission to dental school.	1.7	Outlook very good since demand expected to exceed number of new dentists in field.	**American Dental Association Council on Dental Education,** 211 E. Chicago Ave., Chicago, Ill. 60611
Drafter	16,500	$8,400–$15,300 per year	Best prospects are for those with an associate (2-year) degree in drafting, but well qualified high school graduates may find opportunities.	11.1	Employment expected to grow rapidly as more drafters needed to support increasing number of scientists and engineers, and as products and processes become more complex.	**American Institute for Design and Drafting,** 3119 Price Road, Bartlesville, Okla. 74003
Electrician (construction)	13,700	$10.33 average hourly pay	A 4-year apprenticeship program is the best preparation.	0.8	Employment will grow but fluctuate with ups and downs in construction. Construction electricians, however, transfer readily to other types of work (e.g., factory maintenance).	**International Brotherhood of Electrical Workers,** 1125 15 St. NW, Washington, D.C. 20005

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pay. By the end of this decade 57 percent of women are expected to be working; and then, as now, the majority will be supporting or helping to support families. Yet nearly 70 percent of working women are clustered in traditional women's jobs—often low-paying clerical, service and factory work. "The large wage gap—women's salaries average only 60 percent of men's—won't close until significant integration in jobs occurs," says Ralph Smith, an economist with the National Commission for Employment Policy. "Until women break into nontraditional fields in large numbers, the dream of equal employment opportunity won't be met."

"Think nontraditional" is sound advice, but it's not always easy to

OCCUPATION	OPENINGS PER YEAR	SALARY	EDUCATION OR TRAINING	% OF WOMEN IN JOBS IN 1978	FORECAST	CONTACT FOR MORE INFORMATION*
Emergency Medical Technician (ambulance attendant)	37,000	$9,000 per year average starting salary	An 81-hour instruction program in emergency medical skills (designed by the U.S. Department of Transportation) is required. Advanced training is also offered in many states.	not available	Increased public awareness of need for emergency medical services, with the encouragement of the federal government, creating demand.	**Emergency Medical Services Division of the Health Dept.** or the Governor's Office for Highway Safety in your state
Engineer	56,500	$14,800–$21,000 per year average starting salaries. Experienced engineers earn much more	Bachelor degree in engineering the minimum requirement for beginning jobs; rapid advances in technology require continuing education	2.8	Good opportunities for engineers of all specialties—electrical, civil, chemical, mechanical.	**Society of Women Engineers,** 345 E. 47 St., New York, N.Y. 10017
Industrial Machinery Repairer (maintenance mechanic)	30,000	$6.47 average hourly pay	Many learn through years of on-the-job experience beginning as helpers; others through 4-year apprenticeship programs, which combine classroom study with on-the-job training. High school courses in math, mechanical drawing, blueprint reading recommended.	not available	As more machinery is used in manufacturing, mining, oil exploration and other industries, and as machinery becomes more complex, need for skilled repairers will grow.	**International Union of Electrical, Radio and Machine Workers,** 1126 16 St. NW, Washington, D.C. 20036
Lawyer	23,400	$15,000–$18,000 per year average beginning salaries. Experienced lawyers can earn much more	Bachelor's and law degrees usually required; admission to a state bar (usually by written exam) necessary. Best opportunities for those with good records from prestigious law schools. Others may find good opportunities in fields where legal training is an asset, but not a requirement	9.4	Although openings are expected to increase, competition will be keen because law school graduates are increasing as well. Considered good field for women, nonetheless, since women are underrepresented and legal background is valuable to many careers	**American Bar Association,** 1155 E. 60 St., Chicago, Ill. 60637
Manufacturer's sales representative	17,600	$6,000–$24,000 average beginning salaries. With commissions can be much higher	College degree increasingly desirable, but level of education dependent on product and market (e.g., drug sales usually require some pharmaceutical training). Trainee programs available with some companies.	14.5	Competition among manufacturers and general growth in manufacturing will increase demand for sales representatives. Increasingly good field for women, excellent entry route to management positions	**Sales and Marketing Executives International, Career Education Division,** 380 Lexington Ave., New York, N.Y. 10017
Machinist	20,000	$6.76 average hourly pay	Participation in an apprenticeship program after high school or vocational school is best way to learn. Some companies have training programs	3.1	Increased demand for machined goods (e.g. household appliances, industrial products) will create greater demand for machinists.	**International Association of Machinists and Aerospace Workers,** 1300 Connecticut Ave. NW, Washington, D.C. 20036
Pharmacist	8,900	$14,600–$26,200	A license (necessary in all states) requires graduation from an accredited pharmacy college (at least 5 years beyond high school), passing a board exam and, usually, a specified amount of experience under supervision of registered pharmacist	16.9	Employment outlook especially good in hospitals, nursing homes and other health facilities.	**American Association of Colleges of Pharmacy,** 4630 Montgomery Ave., Suite 201, Bethesda, Md 20014
Plumber and Pipefitter	30,000	$10.40 average hourly pay	Apprenticeship is best way to learn the trade. Most programs consist of 5 years of on-the-job training in addition to at least 216 hours of classroom instruction annually	0.7	Increase in construction and more homes and businesses with air conditioning, solar heating and appliances will keep demand high. Less sensitive to fluctuations in construction activity than other building trades	**National Association of Plumbing, Heating and Cooling Contractors,** 1016 20 St. NW, Washington, D.C. 20036
Police Officer	32,500	$11,300–$17,000; higher in large cities	Some college training in law enforcement helpful, especially in cities, but not required	5.9	Demand will increase as law enforcement becomes a higher priority in most communities. Opportunities especially good for women and minorities as departments seek more balance	**National Association of Women Police,** 1100 NE 125 St., Miami, Fla. 33161
Truck driver (local only)	73,000	$7.22 average hourly pay	Commercial driving permit (chauffeur's license) required. Additional written and driving tests often required. Some companies have training programs, but many drivers learn on the job	6.6	Rise in overall business activity will increase freight distribution and create more demand for drivers. Those with good driving records and some experience as a driver's helper or dock worker have best chances.	**American Trucking Associations, Inc.** Public Relations Dept., 1616 P St. NW, Washington, D.C. 20036
Welder	33,800	$10–$12 average hourly pay	Most employers prefer some high school or vocational school training in welding. Many opportunities for advancement to inspector, supervisor, welding engineer or technician, especially for those with college training	6	As welding becomes more widely used in construction and manufacturing, opportunities will increase. About two thirds of welders help manufacture durable goods, so opportunities decline during economic slowdowns.	**The American Welding Society,** 2501 NW 7th St., Miami, Fla. 33125

* Send a stamped, self addressed envelope with any request for information.

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THE BEST JOBS FOR WOMEN IN THE '80s

follow. Most of the traditional women's jobs are highly visible—retail clerks, secretaries, receptionists, teachers, librarians, nurses. It's easy for an outsider to see what they do, but difficult to imagine, for example, how a tool-and-die maker, a lithographer, a chemical engineer or an electrocardiograph technician spends the day. Many women find it hard to picture themselves in such jobs. "Women have always shown interest and aptitude for certain technical jobs," says Jane Fleming, "but they haven't translated that to work opportunities. Women must begin to look at themselves differently."

Even more important, women who want to enter nontraditional occupations often face strong opposition. Despite the increased number of women in the work force, says Nancy Barrett, deputy assistant secretary for economic policy and research at the U.S. Department of Labor, "there has been virtually no change in the status of working women; they have no greater pay or prestige—none of the things that go with success. Women are getting jobs, but they are traditional women's jobs."

The causes of job segregation are deep-rooted and complex. Women who seek nontraditional work have many barriers to cross, but the rewards can be great. According to Ralph Smith, part of the problem is simply discrimination. "Some employers," he says, "have stereotyped views about what women can and can't do. And women are much less likely to have had the kind of education, particularly math courses, that they need for nontraditional jobs."

The experts also advise women to "think technical." The need for specialized, technically skilled and trained employees is increasing. "The greatest potential," says Carol Eliason, "is in the growth technologies, like drafting, engineering, computer sciences and environmental science. The woman who gets technical training in a growth field will be able to move ahead and ride out technological changes that will eliminate many of the unskilled and low-skilled jobs women now hold."

The chart on pages 64, 67, prepared in cooperation with Arlene Winfield at the Women's Bureau of the Department of Labor, is designed to alert women to opportunities in nontraditional jobs. All occupations listed are in areas expected to grow in the next decade; all offer potential for advancement and pay well. They also fall into two general categories that career experts mention again and again: professional/technical and skilled trades.

The professions, such as medicine, law, engineering, architecture, will continue to be good fields—and wide open for women. Only about 16 percent of working women are now classified as professional/technical, and the vast majority of those are nurses, teachers and librarians. In all other professional categories women are greatly underrepresented. "Managerial positions, those that require an MBA (Master of Business Administration) will also offer excellent opportunities for women in the next decade," says Ralph Smith. Women with law, accounting and finance backgrounds will be in particular demand.

Women are also vastly underrepresented in the skilled trades, an area that does not require a college education but does offer high pay and good advancement. Some, such as the construction trades, are more vulnerable to layoffs than other fields, especially during economic slowdowns. But according to Mr. Smith, men have long considered the high pay worth the risk of unemployment. "It's time," he adds "for women to get equal access to those jobs. When you see the statistics—less than 1 percent of electricians are women, for example—it's hard to believe we've exhausted the supply of women who want to enter those positions."

The construction trades, however, are reputed to be the toughest to break into. "They have a closed, controlled system," says Jane Fleming, "and it's difficult for anyone, but especially women, to break in." Other skilled trades are not so resistant to women, and nearly all are expected to offer good opportunities to those with certified training. Most are regulated by unions, which require completion of formal two- to five-year apprenticeship programs. For information on such programs write for *A Woman's Guide to Apprenticeships*; it's free from the Women's Bureau, U.S. Department of Labor, Room 53313, 200 Constitution Ave. NW, Washington, D.C. 20210.

Wider Opportunities for Women is one of many nonprofit organizations trying to help women break into male occupations. The group operates several employment programs that not only help women get the training they need, but assist employers in hiring women. Two good sources of information about other career services for women are the *National Directory of Women's Employment Programs*, from Wider Opportunities for Women, 1649 K St. NW, Washington, D.C. 20006, and Richard N Bolles's best-selling job hunter's guide, *What Color Is Your Parachute?*, which lists books and career counselors of special interest to women. *The Occupational Outlook Handbook*, from the Department of Labor, is another useful tool; it contains job descriptions and other pertinent information on three hundred occupations. And due out this month from the Department of Labor is *Careers for Women in the Eighties*, prepared by Arlene Winfield at the Women's Bureau. These books can be found in most public libraries and placement offices.

Of course, salary, expected openings, educational requirements and so on are not the only considerations a woman must face when making a career decision. Her particular interests, talents and values are equally important.

"The best job," says Richard Bolles, who heads the nonprofit National Career Development Project in California, "is one that matches a person's values and skills." Even the most crowded fields are open to those with determination, talent and job-hunting know-how. The important thing is to discover what you want and go after it. **WD**

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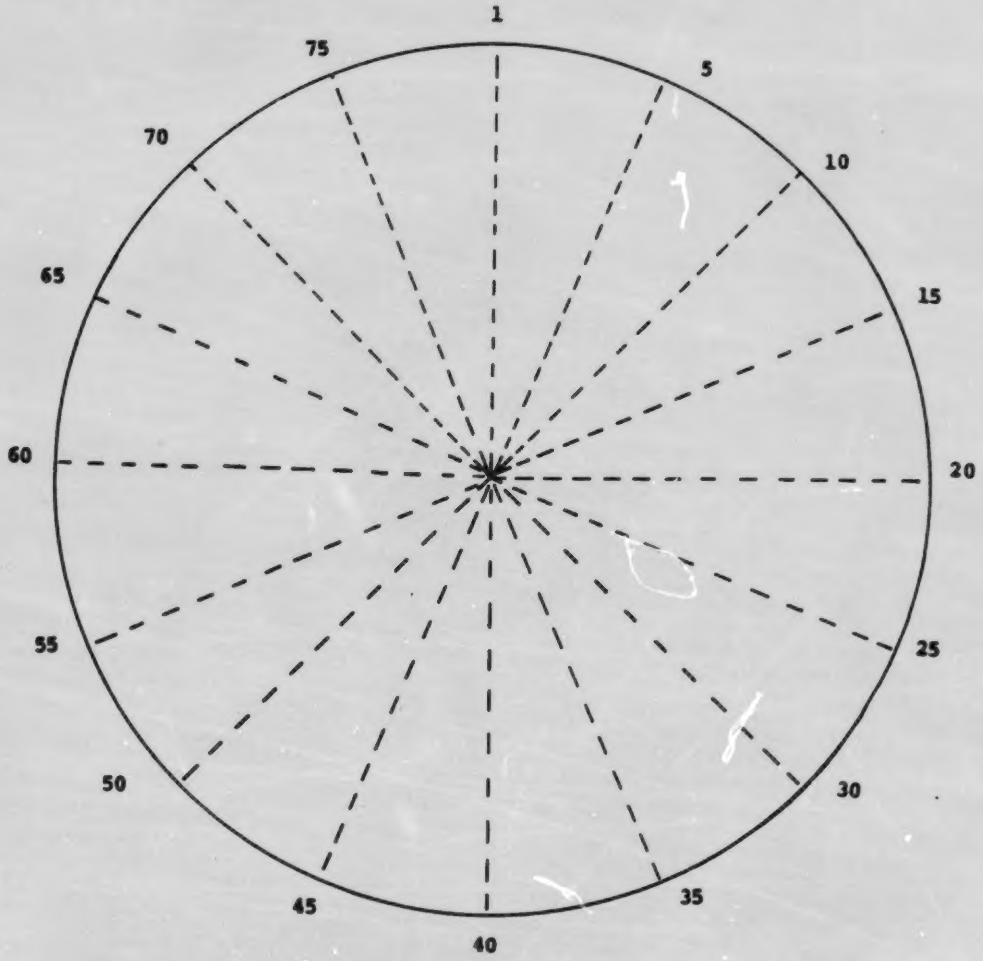
WINC LIFE PROJECTION WHEEL

My tentative career choice:________________________________

If I pursue this career, I can project my life as follows:



Directions: Each wedge in the wheel represents five years of living. To project your life, make your own wedges using heavy lines to indicate milestones such as graduation from high school, completion of training, marriage, birth of a child, and retirement. Then color in the wedges, using different colors to indicate different kinds of activities such as working, attending school, and raising a family. Where activities will overlap, indicate this by overlapping colors.

ADDITIONAL RESOURCES

Additional Resources

PRINT:

"Challenges of the '80s". U. S. News and World Report, 32 page Special Section, October 15, 1979. Reprints available from Subscriber Service, U. S. News and World Report, 2300 Street, N.W., Washington, D.C. 20037, 25¢ each (minimum order 4).

Energy and Jobs for Minorities and Women; Highlights of a National Conference, Denver, Colorado, May 1980. The National Urban Coalition, 1201 Connecticut Avenue, N.W., Suite 400, Washington, D.C. (202) 331-2400.

I'm Madly in Love with Electricity, and Other Comments About Their Work by Women in Science and Engineering. Berkeley, California: Lawrence Hall of Science, University of California, 1977. ($1.)

Lederer, Muriel E.P. Blue-Collar Jobs for Women. New York: E. P. Dutton, 1979.

Medsger, Betty. Women at Work - Photographic Documentary. New York: Skeed and Wood, Inc., 1975. ($7.95)

Terkel, Studs. Working. Pantheon Books, Random House, Inc., 1972.

Wetherby, Terry. Conversations: Working Women Talk About Doing a Man's Job. Millbrae, California: Les Femmes Publishing, 1977.

Women In Science and Technology; Careers for Today and Tomorrow, American College Testing Program, (P.O. Box 168, Iowa City, Iowa 52240), 1976. ($1.50)

Women's Lives/Women's Work. A series of books co-published by The Feminist Press and McGraw Hill, 1979.

NONPRINT:

Antonia: A Portrait of the Woman, 16 mm color, 58 minutes, 2 reels (Grades 9-12). Phoenix Films, Inc, 1974.

> Unfolds a deeply moving and affectionate documentary of Antonia Brico, an internationally know orchestra leader.

Jobs & Gender, filmstrip with record (Grades 7-12). Guidance Associates, 1971.

> Includes historical perspective. Deals with personal experience of woman carpenter, male nurse, woman reporter, male kindergarten teacher.

Mrs. Cop, 16 mm color, 17 minutes (Grades 9-12). MTI Teleprograms, Inc., 1973.

> Introduces Mary Ellen Abrecht who is a police sergeant on the Washington, D.C. force.

Never Give Up--Imogen Cunningham, 16 mm color, 20 minutes (Grades 10-12). Phoenix Films, 1975.

> Features a visit with a 92-year-old woman portrait photographer, Imogen Cunningham.

Nontraditional Careers for Women, Color, 2 filmstrips with cassette. Pathescope Educational Films, 1974.

> Introduction to women moving into nontraditional careers.

Women at Work: Change, Choice and Challenge, 16 mm 19 minutes (Grades 10-12). Encyclopedia Britanica Educational Corp., 1977.

> Presents on-the-job profiles of women in a variety of careers, including traditionally male-dominated ones.

Women in Management: Threat or Opportunity, 16 mm 30 minutes. CRM/McGraw Hill, 1975.

Features Weyerhaeuser Timber Company's efforts to bring women into management roles.

Women at Work: Choice and Challenge, color filmstrip/cassette (Grades 9-12). Guidance Associates, 1976.

Discussion of all issues surrounding the debate about whether or not women should work outside the home.

Challenging Careers: New Opportunities for Women, color, four parts, 16 minutes each (Grades 9-12). Guidance Associates, 1981.

Designed to present new career opportunities for women in the 1980s. In four parts: science, politics, engineering, and business.

The Willmar 8, 16 mm color, 55 minutes (Grades 9 - Adult). California Newsreel/Media at Work, 1980. Rental $75.

Contemporary story of eight women bankworkers in Minnesota who strike for equal pay when they are asked to train a young male trainee hired at twice their starting salary.

Why Not a Woman? 16 mm color, 26 minutes (Grades 9 - Adult). National Audio Visual Center. Rental $25.

Explores attitudes of employers, male coworkers, teachers, and others toward women entering nontraditional occupations. Demonstrates wide range of jobs and training opportunities available for women of all ages.

Never Underestimate the Power of a Woman, 16 mm color, 15 minutes (Grades 9 - Adult). University of Wisconsin, Bureau of Audio Visual Instruction.

Dispels damaging myths about women's work capacities and performance in a wide range of nontraditional settings.

Twelve Like You, 16 mm color, 25 minutes (Grades 9 - Adult). Cally Curtis Co.

Twelve women working in both professional and technical nontraditional jobs share their experiences and problems.

Women's Work: Engineering, 16 mm or videotape, color, 26 minutes (Grades 9 - Adult). Massachusetts Institute of Technology, Center for Advanced Engineering Study.

Women engineers and engineering students talk about engineering and how they feel about their job.

UNIT III:
Community-Based Job Exploration

Unit III: Community-Based Job Explorations

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Overview

In working on career planning with young women, especially those interested in nontraditional careers, we have found that the most rewarding experiences are those which put them in personal contact with adult women who hold nontraditional jobs. This can be accomplished by bringing community speakers into the classroom and it can be done via group field trips, but it is most effectively done when young women can go out into the community and spend several days (or even a morning or afternoon) in exploring a job on a one-to-one personal basis with an employer/instructor.*

We have borrowed the notion of community-based job explorations from the Experience-Based Career Education (EBCE) model developed by NWREL; for purposes of WINC we have adapted materials and placed great emphasis on matching young women with adult women in the community who are employed in nontraditional jobs and are willing to serve as employer/instructors. We do recognize that it is sometimes difficult for teachers to locate enough nontraditionally employed women to meet the needs of all students and so we encourage you to seek assistance from work experience coordinators, career and job placement counselors, Work-Education Councils, and local community-based organizations whose work is related to women's employment.

In further recognition of the difficulty inherent in establishing an adequate resource bank, we have structured several activities in this unit to enable students themselves to work on identifying and developing community resources. These activities have the added bonus of helping students enhance their own ability to locate employer resources in a community. In fact, the primary skill focus of this unit is learning to identify and use resources in the community to find out about jobs and careers.

This unit is intended to span four weeks, including time for planning, preparation, implementation and assessment. Ideally, students will have an opportunity to complete at least three explorations during the course; these three should introduce students to a range of jobs, particularly those considered nontraditional for women.

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*"Employer/instructor" is defined as an adult at an employer or community site who, as a result of site recruitment, has agreed to work with individual students on learning activities related to that site.

Some teachers have chosen to introduce the unit during a week early in the course and then allow the actual explorations to take place over the rest of the semester in tandem with other units. This approach may be more feasible logistically than trying to concentrate the process into the suggested four weeks, so we offer it as an option.

Whichever approach you select, remember that job explorations can be the highlight of the course. Their impact is tremendous because they help students bridge the gap between the school and classroom and the reality of the world of work. Employer/instructors who participate in these explorations are almost always happy to become involved and are very enthusiastic about the process and the students.

WINC ACTIVITIES

Activity:

Mapping Community Resources from Memory

Objective: Students will learn to identify employer resources in their own community.

Procedure:

- Divide the class into teams of two or three. Have each team identify a four block area in a local business district which they would like to research.
- Have each team draw a map of their chosen area and fill in the businesses to the extent that they can recall what is there.
- Then have each team list all the potential jobs which they think might be found in the businesses they've identified.

Time Required: One class period

Resources:

Butcher paper
Marking pens
Local street map

Activity:	**Mapping Community Resources from Walking Tour**
Objective:	Students will learn to identify employer resources in their own community.
Procedure:	o Teams formed in Mapping Activity go into the community on a walking tour of their chosen area and complete maps they developed in the classroom; they should fill in businesses they did not previously include. o When they return, lists of potential jobs in the area are then expanded to include newly identified businesses.
Time Required:	One or two class periods
Resources:	Class-developed lists of community resources and potential jobs.

Activity:

Classifying Community Resources

Objective: Students will classify identified community resources into categories reflecting types of jobs available.

Procedure:

- Have students agree upon symbols which can be placed by the name of an employer or business to indicate major types of jobs available (managerial, technical, professions, skilled craft, clerical, service, sales) and then code each one for whether it is traditional or nontraditional for women. NOTE: Students can agree upon their own categories for this purpose.
- Using the Community Resources Maps and Potential Job Lists from previous two activities, teams should code their employer sites and post their maps to be used by the entire class.

Time Required: One or two class periods

Resources:
Community Resource Maps (student-developed)
Potential Job Lists (student-developed)

Activity:

Getting Around Town

Objective: Students will become familiar with local transportation options for getting to and from community sites.

Procedure:

- Review the maps the students developed and have them brainstorm transportation options available in the local area.
- List information needed in order to effectively use options such as mass transit.
- Have one or two students volunteer to set up a class visitation by a mass transit representative so that the class can learn about use of local systems.
- Followup should consist of each student demonstrating competence in use of mass transportation by using it to get to and from an identified community site.
- Another option would be to organize a mass transit treasure hunt, sending students out in groups of two or three with assignments to retrieve pieces of evidence from a number of identified community sites.

Time Required: Two or three class periods (if treasure hunt approach is used, activity may require out of school time)

Resources:
Community Resource Maps
Local mass transit representative
Local mass transit system

NOTE: This activity is especially important for younger students, students who live in or near large metropolitan areas and recent immigrants.

Activity:

Selecting A Job Exploration Site

Objective: Students will assess their own career interests and select a community site for job exploration.

Procedure:

- o Have students complete one or two standardized career interest assessment measures (Job O, Self-Directed Search, etc.) and identify a list of three to five jobs which might interest them. NOTE: If selections are very traditional or limited in number or type, you should gently assist the students in expanding their list and broadening their interests.

- o Jobs identified should then be researched and verified using CIS, DOT or OOQ. (See Resources below.)

- o Using the WINC Decision-Making Model, have students list their choices on the spokes, identify a list of criteria for preferred jobs, apply these criteria to each of the jobs and thus systematically determine which jobs would be most suited to their own interests and values. (For instructions, see WINC Decision-Making Model Activity, Unit VI.)

- o Jobs thus identified should then be matched up with employer resource lists developed earlier in this unit.

- o When potential sites have been identified the instructor should make initial contact with the employers to explain the objective of the exploration process and to ascertain whether or not they would be willing to host a student.

Time Required: Two to three class periods

Resources:

Career/interest assessment instruments of choice
Career Information System (CIS)
Dictionary of Occupational Titles (DOT)
Occupational Outlook Quarterly (OOQ)
Class-developed maps and list of community resources

WINC Activity Resource:

Decision-Making Model

Activity:

Introduction to Community-Based Job Explorations and *WINC Job Exploration Guide*

Objective: Students will understand the exploration process and learn how to use the WINC "Job Exploration Guide."

Procedure:

- Introduce to students the concept of community-based job explorations and provide a general overview of what will be expected of them during this unit (i.e., how many explorations of what duration).
- Elicit from students their expectations for such an experience and record on chalkboard or butcher paper.
- Show EBCE Filmstrip #2 (optional) and follow up with further discussion of the exploration process, allowing students to share their thoughts and concerns.
- Introduce students to the WINC "Job Exploration Guide" as the tool which they will be using to structure and document their exploration experience. Lead them through the Guide one step at a time so that they will understand the function of each section.

Time Required: One or two class periods

Resources: EBCE Filmstrip #2 (optional)*

WINC Activity Resource:
"Job Exploration Guide"

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*Available on loan, at no charge, from the Education and Work Program, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204. Phone (503) 248-6800.

Activity:

Preparing for Job Explorations

Objective: Students will understand their accountability and responsibility in regard to explorations and will complete preliminary steps necessary for going on a community job exploration.

Procedure:

- Discuss with students the concept of "accountability" as it pertains to holding a job (i.e., what do employers expect from employees?). Record results on chalkboard or butcher paper so that class has a self-determined and mutually understood definition of the accountability concept.
- Explain how this concept of accountability will relate to their responsibilities as they go out on community explorations.
- Have each student select an employer site from identified community resources and complete the BEFORE steps outlined on WINC "Steps to Follow for Job Exploration."

Time Required: One class period

Resources: WINC Activity Resources:

"Job Exploration Guide"
"Steps to Follow for Job Exploration"
"Job Exploration Roles"

Class-developed maps and list of community resources

Activity:

Completing and Documenting Explorations

Objective: Students will spend three to 15 hours with an employer/instructor at a community job site and will document their learnings.

Procedure:

- Following the WINC Activity Resource "Steps to Follow for Job Exploration," students will arrange for and complete an exploration with an employer/instructor at a community site which they have helped select.
- Portions of the WINC "Job Exploration Guide" should be completed prior to visiting the sites; other portions of the Guide (as identified) are designed to be completed during or after the experience.

Time Required: Three to 15 hours for each exploration, depending on what is possible in your school or program and the employer/instructor's time. NOTE: Students will gain more insight and information about a career during a 15-hour exploration, whenever it is possible.

Resources: Employer/instructor at community site

WINC Activity Resources:

Employer/Instructor Checklist for Job Exploration
"Steps to Follow for Job Exploration"
"Job Exploration Guide"

Activity:

Reviewing and Assessing Explorations

Objective: Students will assess their own exploration experience and apply knowledge gained to their career decision-making process.

Procedure:

- In an individual or small group session, student and teacher should review the exploration experience and the completed "Job Exploration Guide," discussing knowledge gained and applying it to the student's career decision-making process. Special attention should be paid to the reasons why the job appealed or did not appeal and any generalizations which might be drawn from such feelings.
- If appropriate, students should then select their next exploration site and again complete the preparatory steps.
- As an option, students can informally share their exploration experiences in class discussion.

Time Required: 15-20 minutes for each assessment
One class period for group sharing

Resources: WINC Activity Resource:

"Job Exploration Guide" as completed by students.

WINC ACTIVITY RESOURCES

STEPS TO FOLLOW FOR WINC JOB EXPLORATION

BEFORE

☐ Select a nontraditional community job site to explore.

☐ Inform your instructor of your choice so initial contact can be made.

☐ Make an appointment with the employer/instructor.

☐ Arrange transportation.

☐ Get blank copy of WINC "Job Exploration Guide" and complete items marked BEFORE.

☐ Plans for any extras you might want to take with you (camera, tape recorder, pen and paper, etc.)

DURING

☐ Take the "Job Exploration Guide" with you, go to the site and meet employer/instructor.

☐ Arrange your exploration schedule with employer/instructor.

☐ Interview employer/instructor and record interview in writing or on tape.

☐ Gather other information requested in the "Job Exploration Guide."

☐ If possible try to do some of the job skills required at the site.

☐ Take pictures, make sketches and/or gather any company brochures available at the site.

AFTER

☐ Complete any unfinished portions of the "Job Exploration Guide."

☐ Write a summary of how you feel about the exploration on Comment Page.

☐ Have employer/instructor review Guide and sign if satisfactory.

☐ Write a thank-you letter to your employer/instructor--keep a copy of it in your completed "Job Exploration Guide."

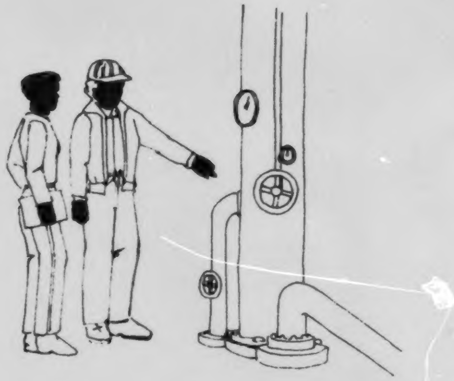
☐ Turn in "Job Exploration Guide" to school; if it is unsatisfactory or incomplete, continue to work on it until it is satisfactory to both you and your teacher.

☐ Participate in a review and assessment session with your teacher.

☐ Repeat process for additional sites you choose to explore.

WINC JOB EXPLORATION LEARNING OBJECTIVES

Completing an exploration will help you organize your experience at a job site so that you will grow in the following ways.



1 Gain a more realistic sense of the typical work day in jobs of interest to you.

2 Increase your general knowledge about particular jobs by identifying the personal characteristcs and training required.

3 Improve your skills in choosing a career by comparing your personal characteristics and values with the job's characteristics.

4 Improve your critical thinking skills by making observations and drawing conclusions about your job site experiences.

5 Gain a better understanding of the relationship between learning and earning a living.

6 Learn to interact with many different adults in a variety of environments.

7 Learn to find your way around the community more easily.

8 Acquire practical experience in writing, speaking, listening and mathematics as these skills relate to specific jobs.

WINC "JOB EXPLORATION ROLES AND RESPONSIBILITIES"

STUDENT	SCHOOL STAFF	EMPLOYER/INSTRUCTOR(EI)
	Recruit and orient employer instructor (EI).	Agree to receive students on explorations; identify site information and tools available to students. Designate times (days and hours) students can be at the site for exploration.
Take career interest tests and evaluate results with staff.	Administer career interest tests and counsel with student regarding results.	
Choose site for first exploration and research characteristics.	Help student with site selection and research.	
Make appointment to visit site.	Support student scheduling.	Schedule time for students to visit.
Go to site, meet employer instructor (EI), begin exploration activities and WINC Job Exploration Guide.	Instruct student on purpose and use of WINC Job Exploration Guide.	Meet student and show around site.
Keep appointments at site. Complete WINC Job Exploration Guide.	Maintain contact with EIs. Help student obtain resources needed. Monitor student attendance and performance.	Respond to student questions, help obtain resources at site. Verify student's attendance. Monitor student's performance and communicate to staff. Offer career counseling when appropriate.
Obtain EI verification of completed guide. Write thank-you letter.		Evaluate performance and sign WINC Job Exploration Guide when completed satisfactorily.
Notify staff of conclusion of exploration; turn in signed guide.		
Meet with staff to evaluate exploration, look again at career assessments and choose new site.	Evaluate completed guide with student. When satisfactory, record completion. Counsel with student on career understanding based on exploration experience. Help student select new site.	

EMPLOYER/INSTRUCTOR CHECKLIST FOR WINC JOB EXPLORATION

☐ Meet with student to fill in the Student and Employer/Instructor Contract.

☐ Inform the student of the overall mission of your company, its products and services, its policies and standards.

☐ Make certain the student understands the standards you require.

☐ Participate in an interview so the student can ask you about your job and company/agency.

☐ Introduce the student to your personnel.

☐ Assist the student in a search for materials related to the job.

☐ Assign and evaluate job-related math and communication tasks.

☐ Allow the student to become actively involved whenever possible.

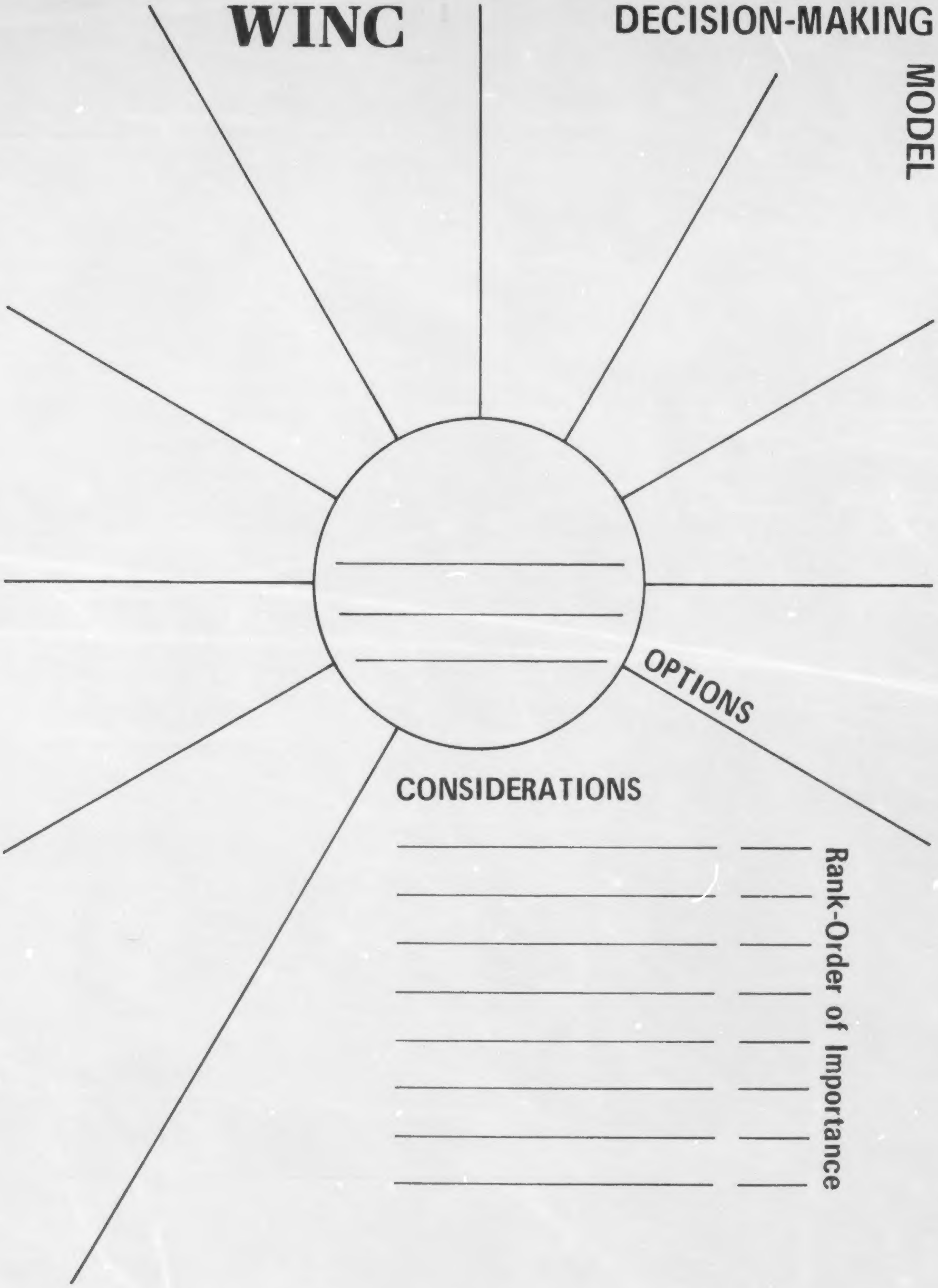
☐ Hold a final conference for:

   a. Exchange of feedback
   b. Review of the student's WINC "Job Exploration Guide"
   c. Your entry on the Guide's Comment Page

☐ Sign the completed Exploration Guide. Your signature is our assurance that the student has gained an accurate overview of your job/company.

☐ Please contact the school staff if you have any questions or problems.

WINC DECISION-MAKING MODEL



Idea from: Milton E. Burglass, and Mary Grace Duffy, Thresholds Teacher's Manual (Cambridge, Massachusetts: Correctional Solutions Foundation, Inc., 1974).

Women
In
Nontraditional
Careers

WINC
Job Exploration Guide

Northwest Regional Educational Laboratory

Portland Public Schools

Exploring a Nontraditional Job Will Help You ...

choose a career

gain self-confidence

evaluate yourself
and the job

get to know
your community

meet new people

learn about
nontraditional jobs

Your WINC Job Exploration Path

learn about all kinds of jobs

choose a nontraditional job
to explore

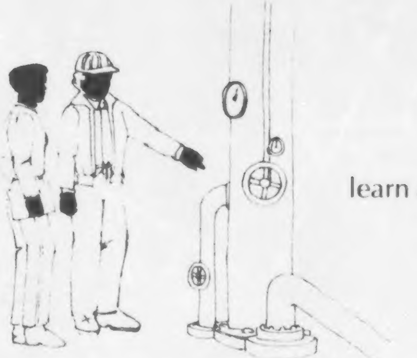
record your ideas about the job

choose a job site

arrange transportation

meet and talk with the resource person

learn about the
job site



learn about the job requirements

try to perform
job skills

complete exploration guide

think about
what you learned about the
nontraditional job and compare
with earlier expectations

Getting Started

Choosing A Job To Explore

What type of nontraditional job are you about to explore?

Why did you choose this job to explore?

How is this job nontraditional for women?

Describe what you expect based on information from career tests you have taken or knowledge you already possess:

Choosing the Job Site

Job Site ____________________

Resource Person ____________________

Address ____________________

Phone ____________________

Dates and times of your appointments at the Job Site:

Date: ________	Date: ________	Date: ________
Time: ________	Time: ________	Time: ________

How do you plan to get to the site? ____________________

Interview the Resource Person

The resource person is someone who performs the job you are exploring. Question the resource person about the company, the job site and the job. Fill in the answers as you go along.

---

describe the company

What does the company do? (may be more than one category)

Explain

○ provides a service ____________________
○ manufactures a product ____________________
○ sells a product ____________________
○ other ____________________

How many people work here? ____________________
What are some of the other nontraditional jobs in the company? ____________________

____

describe the job

Job Title ____________________
What do you do during a normal workday? ____________________

____

How did you get started in this job? ____________________

____

How many women hold this kind of job? ____________________
How long have you been with this company? ____________________
What kinds of special training/schooling/experience did you have to prepare for this job? ____________________

____

How difficult is it for women to get this kind of job? ____________________

____

What days do you work? ____________________
What hours do you work? ____________________
What is the salary range for this job? ____________________
What kind of benefits do you get in addition to salary? ____________________

____

What kinds of clothes can you wear to work? ____________________

What kinds of tools, machinery and equipment do you use on this job? ____________________

What do you like about this job? ____________________

What do you dislike about this job? ____________________

What kinds of problems might women encounter on this job? ____________________

Whom do you talk to when you have a problem on the job? ____________________

Where could your experience at this job lead you? What are the opportunities for advancement? ____________________

What are the opportunities for moving to other jobs in the company? ____________________

What are the opportunities for women in this kind of business? ____________________

Education and Training Needed

What are the educational requirements for this job?

- ○ High school diploma
- ○ No high school diploma
- ○ GED
- ○ Vocational training program
- ○ Community College
- ○ 4-year college

What kinds of experience are needed for this job?

- ○ Previous experience working on job
- ○ Work experience training
- ○ Vocational training
- ○ Apprenticeship program
- ○ Community college
- ○ None

Describe the Job Site

Is most of the work done indoors or outdoors? ____________________

Do employees work in one large area or are there separate work areas? ____________________

____

Is the site quiet or noisy? ____________________

Describe what you *like* about this job site ____________________

____

Describe what you *dislike* about this job site ____________________

____

____

Draw a picture or map of this job site:

Match Yourself to This Job

One way to see if you would like a nontraditional job is to compare the job with things you enjoy doing, can do, or would like to learn. On this page, look at the skills and tasks required by this job and compare them with what you can do and what you like to do.

Skills you need to do this job. Give an example from the job site.	Can you do this? Yes, No, Don't Know	Do you like to do this? Yes, No, Don't Know	If you can't do this, would you like to learn to do it? Yes, No, Don't Know
Working with Things			
Precision Work			
Operating Equipment			
Handling Materials			
Working with Information			
Organizing and Using Information			
Copying, Sorting and Putting Things Together			
Working with Numbers or Words			
Working with People			
Discussing and Bargaining			
Supervising			
Selling			
Teaching			

List the skills you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills	**Ways You Could Learn Them**
1. ______	______
2. ______	______
3. ______	______
4. ______	______
5. ______	______

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Think About Physical Requirements

These are examples of physical requirements and abilities that might be necessary for certain nontraditional jobs. Check off the ones needed for this job and then check whether you have them or not.

Physical Requirements

Do I Have It?

☐ Special Height ______
☐ Special Weight ______
☐ Good Vision without Glasses ______
☐ ______

Do I Have It?

☐ Good Vision with Glasses ______
☐ Special Voice Qualities ______
☐ ______
☐ ______

Physical Abilities

Can I Do This?

☐ Driving Ability ______
☐ Climbing Ability ______
☐ Tolerate Strange Smells ______
☐ Work in High Places ______
☐ Work in Cramped Places ______
☐ Work Outdoors ______
☐ Lift Heavy Objects ______

Can I Do This?

☐ Work in Dusty Areas ______
☐ Work in Cold Areas ______
☐ Work in Hot Areas ______
☐ Stooping Long Periods ______
☐ Standing Long Periods ______
☐ Sitting Long Periods ______
☐ Distinguish Colors ______
☐ ______
☐ ______

Think About Values

Before you explore the job, check the values that are important to you. After you explore the job, check the values that are important to the job. Then check those values *where both your answers match.*

	Before	After	Match
	Is this important to you?	**Is this important to the job?**	
Personal			
Working by myself			
Clean work area			
Being comfortably dressed			
Having money all the time			
Working around other people			
Social			
Being a leader			
Being loyal to others			
Having as equal a chance as anyone else			
Work			
Knowing that my job is secure			
Good pay			
Good benefits (health insurance, vacation, retirement)			
Being able to move on the job			
Having an "important" job			

Consider Sex Roles & Job Roles

Are most of the people performing this job of the same sex? ____________________

If your answer was "Yes," are most of the employees men or women? ____________________

Most jobs can be performed well by both women and men, even though in the past they may have been held by mostly men or mostly women. Sometimes problems occur when a person begins working at a job which is nontraditional for their sex. Some possible problems include unfriendly co-workers, unequal division of job responsibility, sexual harassment, unfair "testing" of your abilities, unfair wage and promotion practices, etc.

If you think you might have problems doing this job because it is nontraditional for women, make a list of all the problems you think you might find. Next to each problem write down things that you could do to solve the problem, and other people who could help.

Problems	**Things That I Can Do**	**Others Who Could Help Me**

List community resources that can help you if an employer discriminates against you on the basis of race, sex or handicap:

Organization	**Address**	**Phone**

Learn New Skills

On this page you will try to perform three communication tasks and three math tasks required by this job.

Ask your resource person to write down six skills that you would have to be able to perform on this job.

Try to perform all of the skills. Complete all that you can. The purpose of this exercise is to help you discover some of the real requirements of this job. The resource person will check the box that shows how well you did the task.

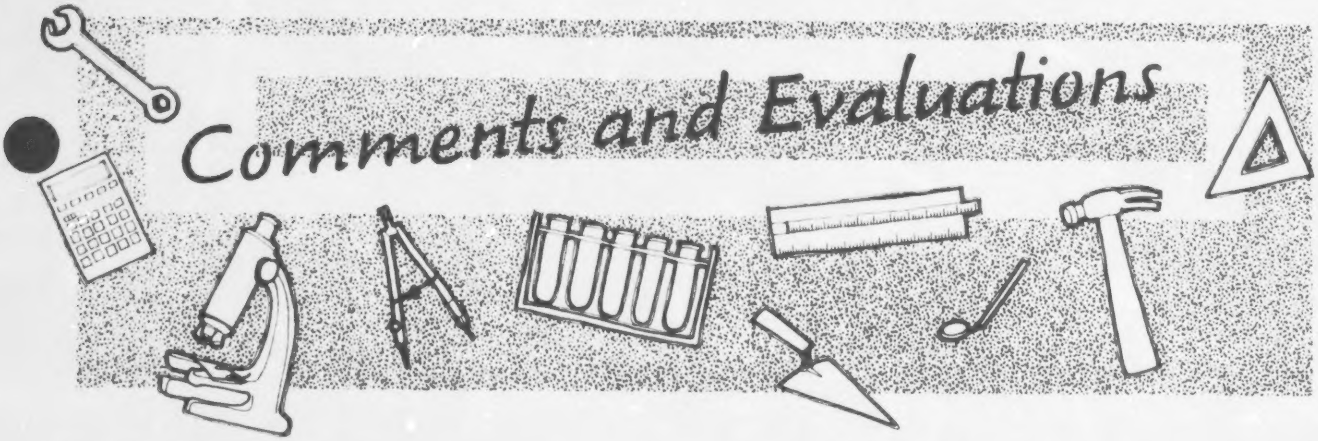
Skills	**Good**	**OK**	**Poor**
Communication Skills			
1. ______________________________	○	○	○
2. ______________________________	○	○	○
3. ______________________________	○	○	○
Mathematics Skills			
1. ______________________________	○	○	○
2. ______________________________	○	○	○
3. ______________________________	○	○	○

When you complete this exercise, ask your resource person to sign here.

______________________________ ______________

Resource Person Date

Comments and Evaluations



Student: Write one or two statements about this nontraditional community exploration summing up your reaction to it, particularly how it matches up with your career expectations.

Signature	Date

Community Resource Person: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

______________________________ has completed this Exploration Record to my satisfaction.

Resource Person	Date

School Staff: Write your evaluation of this exploration and how it has affected the student's self-awareness and career planning.

Signature	Date

To the student: Based on the exploration you just completed, check one of the statements below that best describes how you feel.

○ I do not want to explore this kind of job further.

○ I want to explore this kind of job further, but on another site.

○ I do not want to explore this kind of job right now, but I may want another look in the future.

ADDITIONAL RESOURCES

Additional Resources

PRINT:

Community Resource Person's Guide for Experience-Based Learning. Northwest Regional Educational Laboratory, Marketing Office, 300 S.W. Sixth Avenue, Portland, Oregon 97204.

> Guide (24 pages) for volunteer resource people to help them work effectively with students during explorations and more indepth learning projects in the community.

Experience-Based Learning: How to Make the Community Your Classroom. Northwest Regional Educational Laboratory, Marketing Office, 300 S.W. Sixth Avenue, Portland, Oregon 97204.

> Book (260 pages) on community-based experiential learning strategies that are adaptable to a variety of educational settings. Includes more than 25 sample student learning projects and an extensive bibliography.

WINC Job Exploration Guide. Northwest Regional Educational Laboratory, Marketing Office, 300 S. W. Sixth Avenue, Portland, Oregon 97204.

> Student workbook (12 pages) for use in structuring and documenting a community-based exploration of a nontraditional job. Includes employer interview format, questions about job site, working environment, job requirements, personal values, and assessment format.

NONPRINT:

EBCE Filmstrip #2: Learning Strategies. Northwest Regional Educational Laboratory, Education and Work Program, 300 S.W. Sixth Avenue, Portland, Oregon 97204.

> Available on loan at no cost to interested schools and districts, this 17-minute film strip describes the curriculum and learning strategies of the EBCE program. It is organized around the actual experiences of one student in the program.

UNIT IV:
Sex Role Stereotyping

Unit IV: Sex Role Stereotyping

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Overview

If people are asked to clasp their hands together and then reverse the clasp (placing left thumb on top or vice versa) they can begin to feel the type of awkwardness that we all encounter as we try to move to an understanding of women and men that is no longer governed by sex role stereotyping. Research tells us that in our culture boys and girls receive dramatically different messages from birth into adulthood about acceptable behavior and the roles they are expected to play in life. The messages come from parents, siblings, other relatives, teachers, friends, television, movies, radio, books, toy manufacturers, clothing manufacturers, music, advertisements and hundreds of other obvious and not so obvious sources. With such constant bombardment it is hardly surprising that efforts to undo the "programming" meet with resistance and feelings of awkwardness.

The importance of taking time to explore the issues related to sex role stereotyping cannot be overemphasized. Young women need all the information and awareness they can get in order to counteract the tendency to place minimum value on serious career planning; they often toss career plans out the window as soon as they "fall in love." Knowing the sources of stereotyped messages, the "norms" they try to promote, and the serious limitations they place on women and men will enable students to be more objective and more careful about the extent to which they allow their lives to be governed by traditional views.

In this two-week unit, students will:

- Look at the stereotyped expectations that American society traditionally places on men and women
- Examine the sources of stereotyped images of females and males
- Discuss the damaging effects of sex role stereotyping
- Begin to focus on the benefits to be derived for both men and women by eliminating these stereotypes

WINC ACTIVITIES

Activity:

The Perfect Image

Objective: Students will get in touch with their own stereotyped expectations of themselves and their stereotyped interaction with the opposite sex.

Procedure:

- Ask students to close their eyes and visualize the kind of woman they would like to be.
- Ask them to offer adjectives that describe the woman they envision...what she looks like,...how she acts,...what she is wearing, etc.
- Record these adjectives on the board.
- Ask them to continue picturing this woman in their minds...and give them the following situations for her to deal with:

  --She is at a party and sees a man she would very much like to meet...what does she do?

  --She wants to go to a party at a friend's house but her date wants to go to a movie instead...how does she deal with this?

- Ask them to give you words that describe her behavior. Record these words on the board.
- Share "As Mental Health Practitioners See It," Broverman's study about healthy male/adult/female traits, and ask them to compare their ideal woman with these descriptors to see which category they most resemble.
- Then ask how their ideal woman's traits enable her to deal with the following work situation:

  --She has a good job and has already been doing it very well for two years. Her boss is appreciative, but a new position is opening up (which she considers herself well-qualified for and which would mean a good promotion for her) and he is considering hiring a new person without offering the job to her.

- Repeat this process with images of ideal men...reverse the sexes in the examples and finally compare the results of these processes. Ask students to examine carefully their own stereotypical expectations of themselves...their own stereotypical responses to situations with friends and in school. Ask them to consider how their behavior will translate successfully into the world of work.

Time Required: One class period

Resources: WINC Activity Resource:

"As Mental Health Practitioners See It," Broverman

Activity:

Advertisers' Image of Women at Work

Objective: Students will understand the difference between reality and the stereotyped portrayal of working women created by advertising.

Procedure:

- Have each student collect five advertisements which portray women in work settings, noting each of their magazine sources.
- Divide the class into small groups and ask each group to develop--based on their collected ads--three statements which describe advertisers' images of women and work.
- Small groups may then share their results with the entire class; statements should be noted on chalkboard and followup discussion should result in matching statements which describe the reality of women and work. Example:

Advertising Image	Reality
working women are usually highly paid executives	most working women are employed in low-paying dead-end jobs

Time Required: Two days

Resources:
Magazines
Chalkboard

Activity: **"Dick and Jane As Victims"**

Objective: Students will learn about the inequitable representation of men and women in children's literature.

Procedure:

- Ask students to go to their local library and randomly select five pieces of fiction from the children's section.
- All students should bring their books to school on the same day.
- In class have students inventory the characters in their books for numbers of men and women and for careers/activities associated with each sex.
- Compare and tally the results so that you create your own version of the lists found on the "Dick and Jane" handouts.
- Discuss the implications of these results:
  - ...What ideas and attitudes do these books teach us about women?
  - ...What ideas and attitudes do these books teach us about men?
  - ...How can we personally overcome the impact of these inequities?

This exercise could lead very nicely into an assignment to read a book (fictional or biographical, children's or young adults or adults) about women who are not in stereotyped roles.

Time Required: One class period

Resources: WINC Activity Resource:

Male and Female Occupations from Dick and Jane Readers

Children's section of library

Activity developed on basis of Dick & Jane as Victims, researched and published by Women on Words and Images.

Activity:

Toy Department Survey

Objective: Students will begin to understand the extent and impact of stereotyping in marketing of children's toys.

Procedure:

- Ask students to go to toy departments in local stores (divide available stores between class members) and have them make lists of the types of toys available in the boys' section and in the girls' section. They should also make a list of toys which seem to be displayed for both boys and girls.
- When students bring their results back to class, have them share findings and discuss the types of skills children learn from playing with the available toys and what implications this might have for adult career orientation.
- This kind of inventory process could be conducted with toys of younger brothers and sisters or children in the neighborhood.
- Students could also interview young children about their attitudes toward toys that are nontraditional for their sex.

Time Required: Two or three days

Resources: Toy stores and toy departments in large stores

Activity:

Television Monitoring for Sex Role Stereotyping

Objective: Students will increase their awareness of sexism in television programming and advertising.

Procedure:

- Using WINC Television Monitoring Charts, have students view and keep logs on television programs and advertisements for at least two hours (including at least six advertisements and parts of four programs). If possible, have students agree to divide up responsibility for viewing different types of programming (prime time, after school, later day cartoons, etc...)
- Followup discussion can cover students' findings and their general impressions about the overall messages being given to men and to women about desirable physical and personality traits.
- If students are particularly pleased or offended with a certain program or advertisement, they should be encouraged to write the producer and state their opinions.

Time Required: Two hours viewing time
One class period or more

Resources: WINC Activity Resource:

Televison Monitoring Charts (programs and advertising)

Television programs

Activity:

Becoming Aware of Stereotyped Expectations/Assumptions and Their Damaging Effects

Objective: Students will begin to become aware of sex role expectations/assumptions made by people around them and their potentially damaging effects.

Procedure:

- Have students keep a log for one week of all the sex-stereotyped assumptions, expectations, or descriptions they encounter in listening to the conversations of adults and other youth. This can be done at home, at school, at work, or wherever they happen to be.
- At the end of the week schedule a class feedback session for students to discuss findings.
- Follow up by sharing and discussing with students the information covered by Resources: "Damaging Effects of Sex-Stereotyping on Boys and Men/Girls and Women."

Time Required: One week for log
One or two days discussion

Resources: WINC Activity Resources:

"Damaging Effects of Sex-Stereotyping on Boys and Men"
"Damaging Effects of Sex-Stereotyping on Girls and Women"

Activity:

Responding to Stereotyped Expectations

Objective: Students will begin to discuss their own feelings concerning male and female role expectations.

Procedure:

- Have students each submit a question they would like the class to discuss regarding issues of sex role stereotyping (at school, at home, at work, in personal relationships).

- Set aside one or two days for class discussion of questions raised, or set aside a 15-minute discussion period every day for a week or two to deal with submitted questions.

- Another option would be to organize class into mini-panels to respond to sets of related questions.

Time Required: One or more class periods

Resources: WINC Activity Resource:

Suggested Questions for Discussion of Sex Role Stereotyping

Activity: **"Woman — Which Includes Man, Of Course"**

Objective: Students will consider how "maleness" has been and continues to be the norm for American society.

Procedure:

- Have students close their eyes, listen and let their imagination picture the world as you read aloud to them the Resource entitled, "Woman, Which Includes Man, Of Course."
- Follow the reading with a five-ten minute period for impromptu written response in WINC Journals and then discussion of student's thoughts and feelings as they listened to the selection.
- Additional thought on the same issues can be found in the Resource, "If Maleness Were the Criterion," Dorothy Sayers; and "Why We Oppose Votes for Men," Alice Duer Miller.

Time Required: One class period

Resources: WINC Activity Resources:

"Woman, Which Includes Man, Of Course," Theodora Wells
"If Maleness Were the Criterion," Dorothy Sayers
"Why We Oppose Votes for Men," Alice Duer Miller

Activity:

The Language That Makes Women Visible

Objective: Students will begin to learn to describe situations and events in nonsexist language.

Procedure:

- Have each student bring to class a sentence, title, cartoon, etc., from a book, newspaper or magazine which uses sexist language to describe a situation, event, issue, etc.

- As each person shares her finding, have the class suggest ways it could be rewritten in nonsexist language.

Time Required: One class period

Resources: WINC Activity Resources:

"Words that Make Women Disappear," Alma Graham
Quotable Quotes

Activity:

Dealing with Stereotyped Reactions to Nontraditional Career Choices

Objective: Students will think about ways they might combat stereotyped expectations of their own career choices from other people.

Procedure:

o Have students role play dealing with negative attitudes they might encounter at home, with friends, and at school with teachers and counselors if they were to announce to them their intentions to become:

--an ironworker
--a firefighter
--a physician
--an astronaut
--a garbage collector
--nontraditional career of their choice

Discuss the role playing afterwards.

NOTE: Role playing is a simple process whereby students act as if they were the parents, teachers, etc., responding to another student's statements. It is helpful for the student with the "problem" to act out both parts, in order to better understand the respondent's feelings.

Time Required: One or more class periods

Resources: Student's imagination and experience

WINC
ACTIVITY RESOURCES

As Mental Health Practitioners See It

Broverman (1970) found that mental health practitioners (psychiatrists, psychologists, social workers) adhere to a double standard by which they judge the mental health of men and women.

Clinicians equate standards for a "healthy mature adult man" to those for a "healthy mature adult" with sex unspecified. But "healthy mature adult women" differed from both men and adults by being:

More submissive
More emotional
More easily influenced
Less objective
Less independent
Less adventuresome
Less competitive
Less agressive
Less excitable
More vain
More easily allowing her feelings to be hurt
Disliking math and science

The injunctions that boys hear while growing up are something like the following:

Be strong
Be silent
Be decisive
Be in control of both things and people
Be intentional
Learn to make demands
Achieve
Demonstrate power
Be technical and mechanical
In the face of failure the boy is
  encouraged to fight, deny, defend,
  ignore...but NOT to negotiate or
  compromise
and most importantly...
  be unemotional
  do not show feelings

Broverman, Vogel, Broverman, Clarkson & Rosenkrantz. Sex Role Stereotypes: A Current Appraisal. Journal of Social Issues, 28 (2): 59-78, 1972.

Broverman, Vogel, Broverman, Clarkson & Rosenkrantz, "Sex Role Stereotypes: A Current Appraisal," Journal of Social Issues, 28 (2): 59-78, 1972.

MALE AND FEMALE OCCUPATIONS FROM DICK AND JANE READERS

Occupations of Adult Males

airplane builder
animal trainer
architect
artist
astronaut
astronomer
athlete
author

baby sitter
baker
balloonist
band conductor
banker
barber
baseball player
blacksmith
botanist
building contractor
businessman
bus driver

carpenter
circus keeper
clerk
clockmaker
clown
coach
computer operator
construction worker
cook
cowboy
craftsman

decorator
detective
deliveryman
dentist
doctor
doorman

electrician
engineer
expert on art
explorer

fairgroundsman
farmer
figure skater
film maker
fireman
fisherman
foreman
forest ranger

gardener
gas station attendant
glassblower
guard

handyman
humorist
hunter

ice cream man
inn keeper
inventor

janitor
judge
juggler

king
knight

landlord
lifeguard
lighthouse keeper
lumberman

magician
mailman
mathematician
mayor
m.c. in nightclub
merchant
milkman
miller
miner
mineralogist
monk
mover
museum manager

naturalist
newspaper owner
news reporter

organ grinder
outlaw

painter
parent
peddler
pet store owner
photographer
pilot
pirate
plumber
policeman
pony herder
popcorn vender
priest
principal
professor
prospector

radio reporter
railroad inspector
restaurant owner
roadmaster
rocket firer

sailor
salesman
scientist
scoutmaster
sea captain
sheepherder
sheriff
ship builder
shoemaker
silversmith
ski teacher

soldier
space station worker
stagecoach driver
statesman
steamshovel operator
stonecutter
storeowner
submarine operator

tailor
taxidermist
teacher
telephoneman
telephone lineman
t.v. actor
t.v. man
t.v. newsman
t.v. writer
ticket seller
train conductor
train engineer
trapper
trashman
trolley driver
truck driver.

veterinarian

watchman
whaler
woodcutter.
W.W. II hero

zookeeper

Occupations of Adult Females

acrobat
author
baby sitter
baker
cafeteria worker
cashier
cleaning woman
cook
doctor

dressmaker
fat lady (in circus)
governess
housekeeper
ice skater
librarian
painter
parent
queen

recreational director
school crossing guard
school nurse
secretary
shopkeeper
teacher
telephone operator
witch

TELEVISION MONITORING FOR SEX–ROLE STEREOTYPING––PROGRAMS

Name of Programs	Speaking Roles # of Males	 # of Females	Occupations for Males	Occupations for Females	Agressors # M	 # F	Victims # M	 # F	Program Producers # M	 #F
Totals										

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TELEVISION MONITORING FOR SEX–ROLE STEREOTYPING––ADVERTISEMENTS

Product Advertisement	Speaking Roles		Occupations of Males	Occupations of Females	Target Audience	Message
	# of Males	# of Females				
Totals						

Some Damaging Effects of Sex Stereotyping On Girls and Women

(adapted by Feminists
Northwest from Sexism in
School and Society, by Nancy
Frazier and Myra Sadker,
Harper & Row, 1973, pp. 71-73.)

A. LOSS OF ACADEMIC POTENTIAL

1. Intellectually, girls start off ahead of boys. They begin speaking, reading and counting sooner; in the early grades they are even better in math. However, during the high school years a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthoold than do their female counterparts. (Eleanor Maccoby, "Sex Differences in Intellectual Functioning," in Eleanor Maccoby (ed.), The Development of Sex Differences, Stanford, California: Stanford University Press, 1966).

2. Although women make much better high school grades than do men, they are less likely to believe that they have the ability to do college work. (Patricia Cross, "College Women: A Research Description," Journal of National Association of Women Deans and Counselors, 32, No. 1 (Autumn 1968), pp. 12-21.)

3. Of the brightest high school graduates who do not go to college, 75-90 percent are women. (Facts About Women in Education, prepared by the Women's Equity Action League. Can be obtained from WEAL, 1253 4th St. S.W., Washington, D.C.)

4. In 1900, women earned six percent of all doctoral degrees; in 1920, 15 percent; and by 1968, only 13 percent. In short, the percentage of doctorates earned by women has actually decreased since the 1920s. (Edith Painter, "Women: The Last of the Discriminated," Journal of National Association of Women Deans and Counselors, 34, no. 2 (Winter 1971), pp. 59-62.)

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Some Damaging Effects--Boys and Men (cont.)

B. LOSS OF SELF-ESTEEM

1. As boys and girls progress through school, their opinions of boys grow increasingly more positive and their opinions of girls increasingly more negative. Both sexes are learning that boys are worth more. (S. Smith, "Age and Sex Differences in Children's Opinions Concerning Sex Differences," Journal of Genetic Psychology, 54, no. 1 (March 1939), pp. 17-25.)

2. Fewer high school women than men rated themselves above average on leadership, popularity in general, popularity with the opposite sex, and intellectual as well as social self-confidence. (Cross, op.cit.)

3. On the Bernreuter personality inventory, norms show that women are more neurotic and less self-sufficient, more introverted and less dominant than men. (R.G. Bernreuter, "The Theory and Construction of the Personality Inventory," Journal of Social Psychology, 4, no. 4 (November 1932), pp. 387-405.)

4. College women believe that men desire a woman who is extremely passive and who places wifely and familial duties above her own personal and professional development. (Anne Steinman, Joseph Levi, and David Fox, "Self Concept of College Women Compared with Their Concept of Ideal Women and Men's Ideal Woman," Journal of Counseling Psychology, 11, no. 4 (Winter 1964), pp. 27-33.)

5. College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual desire to avoid success. (Matina Horner, "Woman's Will to Fail," Psychology Today, no. 6 (November 1969), pp. 36-38.)

6. Fifty-five percent of a group of women at Stanford and 40 percent at Berkeley agreed with the following sentence: "There is a time when I wished I had been born a member of the opposite sex." Only one in seven male students would endorse such a statement. (Joseph Katz, No Time for Youth, San Francisco: Josey Bass, 1968.)

7. Both male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity. (John McKee and Alex Sheriffs, "The Differential Education of Males and Females," Journal of Personality, 35, no. 3, (Sept. 1957), pp. 356-371.)

Some Damaging Effects--Boys and Men (cont.)

C. LOSS OF OCCUPATIONAL POTENTIAL*

1. By the time they are in the fourth grade, girls' visions of occupations open to them are limited to four: teacher, nurse, secretary, or mother. Boys of the same age do not view their occupational potential through such restricting glasses. (Robert O'Hara, "The Roots of Careers," Elementary School Journal, 62, no. 5 (Feb. 1962), pp. 277-280).

2. By the ninth grade 25 percent of boys and only three percent of girls are considering careers in science or engineering. (Daryl Bem and Sandra Bem, "We're All Nonconscious Sexists," in Daryl Bem, Beliefs, Attitudes, and Human Affairs, Monterey, California: Brooks/Cole. Copyright 1970 by Wadsworth Pub. Co.)

3. Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence. (Peggy Hawley, "What Women Think Men Think," Journal of Counseling Psychology, 18, no. 3 (Autumn 1971, pp. 193-4.)

4. In a survey conducted in 1966 throughout the state of Washington 66.7 percent of boys and 59 percent of girls stated that they wished to have a career in professional occupations. However, 57 percent of the boys and only 31.9 percent of the girls stated that they actually expected to be working in such an occupation. (Walter Slocum and Roy Boles, "Attractiveness of Occupations to High School Students," Personnel and Guidance Journal, 46, no. 8, (April 1968), pp. 754-761.)

5. College women become increasingly interested in being housewives from their freshman to their senior year in college. This is at the expense of academic and vocational goals. (Linda Bruemmer, "The Condition of Women in Society Today: A Review--Part 1," Journal of National Association of Women Deans and Counselors, 33, no. 1 (autumn 1969), pp. 18-22.)

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* The attitude and competencies with which a young woman enters the labor market will become of increasing importance. It has been estimated that nine out of ten females will be working on a full-time basis at some point in their lives. The Department of Labor estimates that the total number of women in the labor force will increase by 23 percent in the 1980s, whereas the total number of men will increase by only nine percent. (U. S. News and World Report, "Challenges of the '80s," October 15, 1979.)

Some Damaging Effects--Boys and Men (cont.)

6. In 1978, the median annual full-time income for a white man was $16,194; for a minority man, $12,885; for a white woman, $9,578; and for a minority woman, $8,996. (U.S. Department of Labor statistics.)

These key studies were drawn together in a list, meant to be representative rather than inclusive, to gain some sense of the growth that has been stunted and of the promise that has been denied.

Some Damaging Effects of Sex Stereotyping On Boys and Men

Compiled by Feminists Northwest

A. LOSS OF PERSONALITY AND WORK OPTIONS

1. The damage of stereotyping is even more irreparable for the boy than for the girl. When boys learn stereotyped male behavior there is a 20 percent better chance that it will stay with them for life than when girls learn stereotyped behavior. (P.H. Mussen, "Some Antecedents and Consequents of Masculine Sex-Typing in Adolescent Boys," Psychological Monographs, vol. 75, no. 2 (1961); and P.H. Mussen, "Long-term Consequents of Masculinity on Interests in Adolescence," Journal of Consulting Psychology, vol. 26 (1962), pp. 435-440.)

2. Demands that boys conform to social notions of what is manly come much earlier and are reinforced with much more vigor than similar attitudes with respect to girls. Several research studies, using preschool children as their subjects, indicate that boys are aware of what is expected of them because they are boys and restrict their interests and activities to what is suitably "masculine" in kindergarten, while girls amble gradually in the direction of "feminine" patterns for five more years. (Ruth Hartley, "Sex-Role Pressures and the Socialization of the Male Child," in Judith Stacey et al. (eds.), And Jill Came Tumbling After: Sexism in American Education, New York: Dell, 1974, pp. 185-198.)

3. Most boys build expectations that are higher than their achievements. ...Boys who score high on sex-appropriate behavior (possessing masculine outlook and behavior) also score highest in anxiety... Striving to maintain a masculine role is for the boy stressful enough to be associated with manifest anxiety. (Susan W. Gray, "Masculinity-Femininity in Relation to Anxiety and Social Acceptance," Child Development, vol. 28, no. 2 (June 1957), pp. 203-214.)

4. Because of the relative absence of fathers from boys' experience...the elementary aged boy looks to his peers to fill in the gaps in his information about his role as a male. Since his peers have no better sources of information than he has, all they can do is to pool the impressions and anxieties they derive from the media and their early training. Thus we find over-emphasis on physical strength and athletic skills with almost

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Some Damaging Effects--Boys and Men (cont.)

complete omission of tender feelings or acceptance of responsibility toward those that are weaker. (adapted from Ruth Hartley, op. cit.)

5. Six volumes of studies document that violence in American society is taught, learned and acted upon. Boys are actually encouraged to be aggressive by parents while girls are not. Almost all TV models encourage aggression in men. Childhood aggression predictably results in continued undisguised aggression when boys become men. (Warren Farrell, The Liberated Man, New York: Bantam Books, 1974, p. 43; and Robert Liebert, "Television and Social Learning: Some Relationships between Viewing Violence and Behaving Aggressively" (Overview) in Television and Social Behavior: A Report To the Surgeon General from the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, vols. 1-5, Washington, D.C.: National Institute of Mental Health, U.S. Government Printing Office, 1972.)

6. Basically the male stereotype discourages males from speaking openly with one another about their fears, anxieties, and weaknesses. It fosters intellectualizing, bravado, and competitiveness among males, all of which are directly antithetical to more intimate personal exchanges. (Janet Saltzman Chafetz, Masculine/Feminine or Human?, Itasca, Illinois: F.E. Peacock Publisher, Inc., 1974, p. 165.)

7. Most boys recognize they cannot prove themselves on all levels...But they must still choose between two basic images of what a man is and can be--images which are apparent from both children's books and numerous other sources. One image is the "physical striving man" and the other, the "job striving" man. (Warren Farrell, op. cit., pp. 37-38.)

8. There are some further costs of the masculine role. It is well known that males have a life expectancy that is shorter by several years than that of females, and there is a much higher mortality rate for males between the specific ages of 18 and 65 than for females. Some of the reasons for this are probably related to sex role phenomena. First, males suffer more accidental deaths in sports, on dangerous vehicles like motorcycles, and through violence. Part of the definition of masculinity is personal bravery and adventuresomeness.

   Over and above accidental deaths are deaths from diseases that probably reflect, in part, the masculine emphasis on competition, success, and productivity. The pressure on males to "succeed" in a highly competitive world of work creates tremendous stress; in the final analysis, few males can ever sit back and say "I've arrived; I am a success; now I can relax."

Some Damaging Effects--Boys and Men (cont.)

Among the large numbers of males doing less competitive but more repetitious labor, the pressure to persist day in, day out, year after year, in highly alienating work results from the sex role requirement that they provide for their families the best they possibly can in material terms. Heart attacks, strokes, high blood pressure, and other circulatory illnesses probably result in part from such pressures. They undoubtedly also contribute to the much higher rates of alcohol and drug abuse among males, which in turn hasten death, and they are reflected in the higher male suicide rate. The proscription on expressing emotions entailed in the masculine role definition probably exacerbates the stresses inherent in the obligation to support a family--financially and emotionally--and to succeed in an often highly competitive "rat race." (Janet Saltzman Chafetz, op. cit., pp. 64-65.)

9. In my survey of male employees I frequently found that when I asked the employee if he would ever consider taking a year off to care for children, he would consistently reply something like: "Personally I would like to do it, but I could really endanger myself here at work--imagine telling my boss I'm going to be a mother for a year!" If I agreed that might be impractical and asked, "Would you actively support a child-care center here in your company?" a not atypical reaction was, "If I keep pushing for things like that, I'll end up Vice President in Charge of Girls (laughter)." Over and over the employees seem scared, even to the point of sweating, to be a part of anything out of the ordinary, particularly if it associated them with something "weaker," like women, or showed what our society considers "weakness" like self-examination. (Warren Farrell, op. cit., p. 48.)

B. LOSS OF ACADEMIC POTENTIAL

1. At age six when a boy enters first grade, he may be twelve months behind his female counterpart in development age, and by nine this discrepancy has increased to eighteen months. Thus he is working side by side with a female who may not only be bigger than he, but who seems better prepared to handle school more competently and more comfortably. (Frances Bentzen, "Sex Ratios in Learning and Behavior Disorders," National Elementary School Principal, 46, no. 2 (Nov. 1966), pp.13-17; as quoted in Nancy Frazier and Myra Sadker, Sexism in School and Society, New York: Harper & Row, 1973, p. 87.)

2. Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys. Also, boys who do equally well as girls on achievement tests get lower grades in school. In fact, throughout elementary school, two-thirds of all grade repeaters are boys. (Gary Peltier, "Sex Differences in the

Some Damaging Effects--Boys and Men (cont.)

School: Problem and Proposed Solution," Phi Delta Kappan, 50, no. 3 (Nov 1968), pp. 182-85; as quoted in Frazier, Ibid., p. 92.)

3. Boys receive eight to ten times as many prohibitory control messages (warnings like: "That's enough talking Bill. Put that comic away Joe") as their female classmates. Moreover, when teachers criticize boys, they are more likely to use harsh or angry tones than when talking with girls about an equivalent misdemeanor. (Phil Jackson and Henriette Lahaderne, "Inequalities of Teacher-Pupil Contracts," in Melvin Silberman (ed.), The Experience of Schooling, New York: Holt, Rinehart and Winston, 1971, pp. 123-134; as quoted in Frazier, Ibid., p. 89.)

4. Studies of educational underachievement in the gifted have revealed that underachievement occurs twice as frequently among boys as among girls. (Ruth Hartley, op.cit. p. 185.)

5. Boys are the maladjusted, the low achievers, the truants, the delinquents, the inattentive, the rebellious. National delinquency rates are five times higher among boys than girls; in New York city, 63 percent of all drop-outs are boys. (Patricia Cayo Sexton, "Schools are Emasculating Our Boys," in Judith Stacey, op.cit., pp. 138-141.)

6. Some researchers have found three times more boys than girls have trouble with reading. (Frazier, op. cit., p. 92.)

7. The "physical striver" considers it masculine not to care about what his teachers think. "How much you can get away with," is far more masculine than an enthusiastic "Look how much I learned!" The reading difficulty itself is perpetuated by the fear of studying, and the insecurity by the fear of appearing like a girl. (Warren Farrell, op. cit., pp. 34, 38.)

8. The poorly educated physically striving male makes absolute statements often bordering on the authoritarian. In this way he feels no one dare challenge him. The more educated student striver learns to articulate and hedge his statements so carefully as to never be vulnerable. Both are concerned with proving themselves right, rather than discovering what's right. (Warren Farrell, op.cit., pp. 39-40.)

C. LOSS OF NURTURANT AND SOCIAL-EMOTIONAL QUALITIES

1. ...our sex role stereotypes have left virtually the entire realm of emotional expression and human caring to femininity. It is difficult to imagine a genuine loving relationship involving the stoical, unemotional, instrumentally oriented, dominating, aggressive, and competitive nature of the masculine stereotype.

Some Damaging Effects--Girls and Women (cont.)

Moreover, both males and females view a husband's primary function as that of provider; there is no socially defined and sanctioned expectation that he confide, comfort, or share, and without these there is scarcely "love." (Chafetz, op.cit., p. 166.)

2. Almost nothing in the prefatherhood learning of most males is oriented in any way to training them for parenting. They are actively discouraged as children from play activities involving baby surrogates and, except in rare instances of large families with few or no older sisters, they are not usually required to help much in the daily care of younger siblings. (Chafetz, op.cit., p. 178.)

3. By and large, most fathers, especially white middle class, probably relate very little to their children during infancy and early childhood, perceiving them as more or less of a nuisance. Fathers do not actively partake of the petty daily problems and needs of their offspring and they remain tangential to the intimate lives of their children, involved only in the "special" moments of excitement or disaster. In most cases fathers refuse even to engage in physical contact with their sons past infancy, preferring the handshake to the kiss. (Chafetz, op.cit., p. 180.)

4. In addition to the relative absence of fathers from boys' experience, we have evidence that the relations between boys and their fathers tend to be less good than those between girls and their mothers or fathers. (Hartley, op.cit., p. 188.)

5. Given the relative absence of male figures during his waking hours, the male toddler is hard pressed to find out what he is supposed to do. When the father is present he usually surpasses the mother in punishing the boy for being too "feminine," perhaps because of his own sex role insecurities. The boy finds out that "boys don't cry," "boys don't cling," and so on, but often on the basis of negative sanctions from parents and peers. (Chafetz, op.cit., pp 73-74; and David Lynn, Parental and Sex Role Identification: A Theoretical Formulation, Berkeley, California: McCutchan Publishing, 1969, pp. 57-64.)

6. In the long run, however, it is in men's relationships with each other that the proscription against having "feminine" feelings is most costly, because it precludes having a deep intimate involvement with someone who might share similar problems. In our society, where sex and affection are closely intertwined, if one gets too close to other men there is a fear that this affection will be seen as sexual, and homosexuality is the antithesis of masculinity. Furthermore, it would be difficult indeed to be supportive toward those persons with whom one is competing. This ban on emotionality does not necessarily apply

Some Damaging Effects--Girls and Women (cont.)

to other cultures where men are allowed more latitude in expressiveness; in many European cultures men are allowed to embrace each other without compromising their masculinity. (Deborah David and Robert Brannon (eds.) The Forty-Nine Percent Majority: The Male Sex Role, Reading, Massachusetts: Addison-Wesley, 1976, p. 50.)

Suggested Questions for Discussion of Sex Role Stereotyping

1. Do you think it is all right for boys/girls to cry?
2. Do you think that participating in sports is more important for boys than for girls?
3. Who do you think should have the final word when family disputes occur?
4. Would you want to be friends with a boy who showed "feminine" qualities?
5. Do you think that a woman could handle being principal of your school? (Maybe you have a woman principal--do people criticize her because she is a woman?)
6. Would you think it is all right for your father (or husband) to stay home as a househusband if that's what he wants to do?
7. How would you feel if you saw a female business executive dictating a letter to a male secretary?
8. How would you feel if you saw a seven-year-old boy play with a doll?
9. How would you feel if you were a nine-year-old girl, and you played softball better than anyone in your class?
10. How would you feel about being married and making a larger salary than your husband? How do you think he might feel?

WOMAN–WHICH INCLUDES MAN, OF COURSE
An Experience in Awareness

Adapted from Theodora Wells

There is much concern today about the future of man, which means of course, both men and women--generic Man. For a woman to take exception to this use of the term "man" is often seen as defensive hairsplitting by an "emotional female."

The following role-reversal is an invitation to awareness in which you are asked to feel into, and stay with, your feelings about the use of generic Woman.

1. Consider reversing the generic term Man. Think of the future of Woman, which, of course, includes both women and men. Feel into that, sensing its meaning to you...as woman...as man.

2. Think of it always being that way, every day of your life. Feel the everpresence of woman and feel the non-presence of man. Absorb what it tells you about the importance and value of being woman---of being man.

3. Remember that your early ancestral relatives were Cro-Magnon Woman, Java Woman, Neanderthal Woman, Peking Woman---which includes man of course. Recall that early Woman invented fire and discovered the use of stone tools near the beginning of the Ice Age. Remember that what separates Woman from other species is that she can think.

4. Recall that everything you have ever read all your life uses only female pronouns---she, her---meaning both girls and boys, both women and men. Recall that most of the voices on radio and most of the faces on TV are women's---when important events are covered----on commercials---and on late night talk shows. Recall that you have no male senators representing you in Washington.

5. Feel into the fact that women are the leaders, the power-centers, the prime movers. Man, whose natural role is husband and father, fulfills himself through nurturing children and making the home a refuge for woman. This is only natural to balance the biological role of woman who devotes her entire body to the race during pregnancy. Pregnancy---the most revered power known to Woman---(and man, of course).

6. Then feel further into the obvious biological explanation for woman as the ideal. By design, the female reproductive center is compact and internal, protected by her body. The male is so exposed that he must be protected from outside attack to assure the perpetuation of the race. Thus by nature, males are more passive than females.

7. If the male denies these feelings, he is unconsciously rejecting his masculinity. Therapy is thus indicated to help him adjust to his own nature. Of course, therapy is administered by a woman, who has the education and wisdom to facilitate openness leading to the male's self growth and actualization.

8. To help him feel into his defensive emotionality, he is invited to get in touch with the "child" in him. He remembers his sister could run, climb, and ride horseback unencumbered. Obviously, since she is free to move, she is encouraged to develop her body and mind in preparation for her active responsibilities of adult womanhood. Male vulnerability needs female protection, so he is taught the less active, caring virtures of homemaking.

9. He is encouraged to keep his body lean and dream of getting married, "I now pronounce you Woman and Husband." He waits for the time of fulfillment: when "his woman" gives him a girl-child to carry on her family name. He knows that if it is a boy-child he has failed somehow---but they can try again.

10. In getting to your feelings on being a woman---on being a man---stay with the sensing you are now experiencing. As the words begin to surface, say what you feel inside you.

UNIT IV
Sex Role Stereotyping

IF MALENESS WERE THE CRITERION

From UNPOPULAR OPINIONS, Dorothy Sayers.

Probably no man has ever troubled to imagine how strange his life would appear to himself if it were unrelentingly assessed in terms of his maleness: if everything he wore, said, or did had to be justified by reference to female approval; if he were compelled to regard himself, day in, day out, not as a member of society, but merely as a virile member of society. If the center of his dress-consciousness were the codpiece, his education directed to making him a spirited lover and meek paterfamilias; his interests held to be natural only in so far as they were sexual. If from school and lecture room, press and pulpit, he heard the persistent outpouring of shrill and scolding voice, bidding him remember his biological function.

If he were vexed by continual advice how to add a rough male touch to his typing, how to be learned without losing his masculine appeal, how to combine chemical research with seduction, how to play bridge without incurring the suspicion of impotence. If, instead of allowing with a smile that "women prefer cavemen," he felt the unrelenting pressure of a whole structure forcing him to order all his goings in conformity with that pronouncement.

He would hear (and would he like hearing?) the female counterpart of Dr. Peck informing him, "I am no supporter of the Horseback Hall doctrine of 'gun-tail, plough-tail and stud' as the only spheres for masculine action; but we do need a more definite conception of the nature and scope of man's life." In any book on sociology he would find, after the main portion dealing with human needs, and rights, a supplementary chapter devoted to "The Position of the Male in the Perfect State." His newspaper could assist him with a "Men's Corner," telling him how, by the expenditure of a good deal of money and a couple hours a day, he could attract the girls and retain his wife's affection; and when he had succeeded in capturing a mate, his name would be taken from him and society would present him with a special title to proclaim his achievement. People would write books called History of the Male, or Males of the Bible, or The Psychology of the Male, and he would be regaled daily with headlines, such as "Gentleman-Doctor's Discovery," "Male Secretary Wins Calcutta Sweep," "Men Artists at the Academy."

If he gave an interview to a reporter, or performed any unusual exploit, he would find it recorded in such terms as these: "Professor Bract, although a distinguished botanist, is not in any way an unmanly man. He has, in fact, a wife and seven children. Tall and burly, the hands with which he handles his delicate specimens are as gnarled and powerful as

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those of a Canadian lumberjack, and when I swilled beer with him in his laboratory, he bawled his conclusions at me in a strong, gruff voice that implemented the promise of his swaggering moustache." Or, "There is nothing in the least feminine about the home surroundings of Mr. Focus, the famous children's photographer. His 'den' is panelled in Teak and decorated with rude sculptures from Easter Island; over his austere iron bedstead hangs a fine reproduction of the Rape of the Sabines"; Or: "I asked M. Sapristi, the renowned chef, whether kitchen-cult was not a rather unusual occupation for a man. 'Not a bit of it!' he replied bluffly. 'It is the genius that counts, not the sex. As they say in *la belle Ecosse*, a man's a man for a' that'---and his gusty, manly guffaw blew three small patty pans from the dresser."

He would be edified by solemn discussions about "Should Men Serve in Drapery Establishments?" and acrimonious ones about "Tea-Drinking Men"; by cross-shots of public affairs "from the masculine angle," and by irritable correspondence about men who expose their anatomy on beaches (so masculine of them), conceal it in dressing gowns (too feminine of them), think about nothing but women, pretend an unnatural indifference to women, exploit their sex to get jobs, lower the tone of the office by their sexless appearance, and generally fail to please a public opinion which demands the incompatible. And at dinner parties, he would hear the wheedling, unctuous, predatory female voice demand: "And why should you trouble your handsome little head about politics?"

If, after a few centuries of this kind of treatment, the male was a little self-conscious, a little on the defensive, and a little bewildered about what was required of him, I should not blame him. If he traded a little upon his sex, I could forgive him. If he presented the world with a major social problem, I should scarcely be surprised. It would be more surprising if he retained any rag of sanity and self-respect.

Why We Oppose Votes for Men

1. Because man's place is in the army.
2. Because no really manly man wants to settle any questions otherwise than by fighting about it.
3. Because if men should adopt peaceable methods, women will no longer look up to them.
4. Because men will lose their charm if they step out of their natural sphere and interest themselves in other matters than feats of arms, uniforms, and drums.
5. Because men are too emotional to vote. Their conduct at baseball games and political conventions shows this, while their innate tendency to appeal to force renders them particularly unfit for the task of government.

– Alice Duer Miller, 1915–

THE WORDS THAT MAKE WOMEN DISAPPEAR

by Alma Graham

Mailman, fireman, salesman, the man in the street--isn't it about time mankind included women too?

Imagine for a moment that it's spring or summer and you are out shopping in a cool dress that happens to fit. Suddenly lewd remarks, accompanied by whistles and "Hey, what a broad!" come from men in a truck or from a male passer-by.

Later that evening, after your husband's boss has arrived for dinner, you emerge from the kitchen to greet him and hear: "Ah, and this must be the little woman!"

These incidents are not far-fetched; unfortunately there is a whole vocabulary of words society substitutes for "woman"--words that humiliate and dehumanize women. We've been called "chicks" approvingly and "hens" with scorn; "shrews" one minute and "tomatoes" the next. We've been described as "buxom blondes," "fiery redheads" and "pert brunettes." We've also been compared to men as though they were the standard, as in the so-called compliment "You think just like a man." We've been condemned as "fishwives"--or labeled just plain "cute"--when we're angry. And we've been rendered invisible in supposedly inclusive words like chairman, congressman and spokesman.

Who's to blame for ridiculing and typecasting women? Prime candidates in my mind are the sexist language we've been accustomed to and those of us who continue to speak it.

What is sexist language? It's language that excludes women or gives unequal treatment to women and men. It's language that tells a woman she is two things: She is a man and she is not a man. If a woman is swept off a ship into the water, the cry is "Man overboard!" If she is killed by a hit-and-run driver, the charge is "Manslaughter." But if she encounters visible or invisible signs that say "Man Wanted" or "Men Only" (under Federal guidelines, visible signs give her the legal right to complain), she knows that the exclusion does not apply to plants or animals or inanimate objects but to female human beings.

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The Words That Make Women Disappear (Cont.)

While watching a film in nursery school on primitive people, a three-year-old girl was told that "man invented tools" and "man discovered fire." Later she asked her mother, "Mommy, weren't there any women in those days?"

A very good question, and one that prompted her mother to do some thinking about just how unfair to women the English language is. After all, if all human beings are consistently referred to as "men," then a woman is automatically denied equal status.

And in employment practices, although the Civil Rights Act of 1964 prohibits discrimination based on sex, only in recent years has an effort been made to eliminate sexist labels from job titles. Most newspapers now have changed their job listings from the segregated "Help Wanted--Male" and "Help Wanted--Female" to a single, nonsegregated list, but even today such designations as "draftsman" and "repairman" creep into the want ads.

Yet gender-free job titles can make a difference. When the Los Angeles City Council approved a plan to abolish the titles of "policeman" and "policewoman," replacing them with the classification police officer, women on the force became eligible for promotions to ranks for which they had been ineligible in the past.

As the little girl in nursery school noticed, "man" is one of the most overworked nouns in the English language. It is used to mean a person, worker, member, agent, candidate, representative, voter, even astronaut. Consider the congressman. He is a man of the people. To prove that he's the best man for the job, he takes his case to the man in the street. He is a champion of the working man. He speaks up for the little man. He remembers the forgotten man. And he believes in the principle, "One man, one vote."

If we agree to stop overworking the word "man," what other words are we going to use in its place? The cardinal rule is simple: Be inclusive. When referring to the human species, we can say people, human beings or men and women. For "mankind" we can sustitute humankind, humanity or the human race. "Primitive man" can be changed to primitive people; "prehistoric men" can become prehistoric human beings; "man's conquest of space" can be the human conquest of space.

Where job titles are concerned, the major rule is: Be specific. Name the occupation by the work performed, not by the gender of the worker. "Mailmen," "firemen" and "cameramen" are mail carriers, fire fighters and camera operators. A "workman" is a worker, a "newsman" is a reporter, a "foreman" is a supervisor and a "watchman" is a guard.

Whether a male or a female does the job shouldn't affect its title. Instead of saying "steward" and "stewardess," we should use the inclusive term flight attendant; and instead of saying "maid" or "janitor," we can specify whether we want a house or office cleaner or a building superintendent or custodian.

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The Words That Make Women Disappear, (Cont.)

But the pronoun is the real problem. How do we avoid referring to the unknown singular subject as "he"? Our language needs a common pronoun, but none of the various ones suggested has yet shown sign of gaining acceptance. The likeliest candidate is already in the language, at least on the level of informal speech. This is the quasi-singular "they," as in "Everybody will wear what they want to wear." Often you can reword a sentence to avoid singular pronouns altogether. Thus, instead of saying, "If the student practices this exercise, he can learn it," you can say, "If students practice this exercise, they can learn it."

Finally, once we have included both females and males in our language, we should remember to treat them equally. Instead of saying: "Henry Harris is an up-and-coming lawyer and his wife Ann is a striking brunette," we might say either: "The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette," or "The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is an up-and-coming lawyer."

Equal treatment also should be accorded women of achievement. Consider a headline that appeared in The New York Times a few years ago: "Writer's Wife Becomes Mayor for Beverly Hills." This "wife"--Phyllis Seaton--had been the first woman ever elected to the Beverly Hills City Council and the first female stage manager on Broadway, but even when she became mayor she remained a "writer's wife."

In 1976 the Times updated its "Manual of Style and Usage," cautioning writers that "in referring to women, we should avoid words or phrases that seem to imply that the Times speaks with a purely masculine voice." But despite this resolve, a front-page story that same year, reporting on a study of retirement income, cited statistics on a "married retiree and his wife"--without any indication that some married retirees might have husbands!

Wives. Ladies. Girls. A man's property. Someone fragile and polite. An innocent. Not only has a woman been defined as something less than a lady and something more than a girl; she has been called fickle and foolish, silly and superficial and, above all, weak. In our language the qualities of the adult--strength, courage, will, wisdom and self-reliance--have been given exclusively to the male. Thus it is no wonder that until recently the word "woman" was avoided as though it were something bad to be and that "girl" is like calling a Black man a "boy"--it makes the adult unimportant and immature.

Now increasing numbers of women are showing a new pride in their adulthood. They do not like to be called "honey" or "dear" by male grocers or bank tellers who hardly know them. They do not like to be called an "old maid" if they're single or a "housewife" if they're not. They are not "girls," "gals," "wives," "ladies" or "the fair sex." They are women--and are beginning to be happy about the fact.

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QUOTABLE QUOTES

"Man's work lasts till set of sun; Woman's work is never done." --Unknown

"A wise woman is twice a fool." --Erasmus

"A man in general is better pleased when he has a good dinner than when his wife talks Greek." --Samuel Johnson

"The woman's fundamental status is that of her husband's wife, the mother of his children." --Talcott Parsons

"If a woman grows weary and at last dies from childbearing, it matter not. Let her only die from bearing, she is there to do it." --Martin Luther

"To be beautiful is enough! If a woman can do that well, who shall demand more from her? You don't want a rose to sing." --Thackeray

"Man for the field and woman for the hearth:
Man for the sword and for the needle she:
Man with the head and woman with the heart:
Man to command and woman to obey;
All else is confusion."
--Alfred, Lord Tennyson

"Nature intended women to be our slaves...they are our property; we are not theirs. They belong to us, just as a tree that bears fruit belongs to the gardener. What a mad idea to demand equality for women!...Women are nothing but machines for producing children." --Napoleon Bonaparte

"Women should receive a higher education, not in order to become doctors, lawyers, or professors, but to rear their offspring to be valuable human beings." --Alexis Carrel

ADDITIONAL RESOURCES

Additional Resources

PRINT:

Bergstrom, Fredell & Champagne, Joseph E. [illegible]al Vocational Education (EVE). Houston, Texas: Center for Human Resources, University of Houston, 1976.

Bostick, Nan, et al. How to Deal with Sex-role Stereotyping: at a School Board Meeting, in a Workshop, in the Classroom. Choice for Tomorrow, 1976.

Channeling Children: Sex Stereotyping on Prime Time TV, An Analysis by Women on Words & Images, P.O. Box 2163, Dept. N., Princeton, New Jersey, 08540 ($2.50.)

Christensen, Twila M., Romero, Patricia and Schmeling, Nan. The Whole Person Book: Towards Self Discovery and Life Options. Lincoln, Nebraska: Counselors Expanding Career Options Project, Nebraska Commission on the Status of Women, 1977.

Cohen, Monroe D., Editor. Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes. Association for Childhood Education International, 1976.

Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Women on Words & Images, 1972 ($3.)

Doyle, Nancy. Woman's Changing Place: A Look at Sexism. Public Affairs Committee, 1977.

Filene, Peter Gabriel. Him/Her Self: Sex Roles in Modern America. Harcourt, 1975.

Gates, Barbara, Klaw, Susan and Reich, Adria. Changing Learning, Changing Lives: A High School Women's Studies Curriculum From the Group School. Old Westbury, New York: The Feminist Press, 1977.

Hansen, L. Sunny. Born Free: Reducing Career Related Sex-Role Stereotyping in Educational Institutions. University of Minnesota, August 1977.

Janeway, Elizabeth. Man's World, Woman's Place. New York: Dell,1971.

Sargent, Alice. Beyond Sex Roles. San Francisco, California: West Publishing Company 1977.

Stacey, Judith. And Jill Came Tumbling After: Sexism in American Education. Dell Publishing Company, 1974.

Swerdloff, Peter. Man and Woman. Time-Life Books, 1975.

NONPRINT:

Anything They Want to Be, 16mm color, 7 minutes (Grades 5-12). University of California, 1974.

Deals with sex role stereotyping in intellectual and career related experiences.

Beauty In The Bricks, 16mm color, 29 minutes (Grades 7-Adult). New Day Films, 1980.

Goes beyond cultural stereotypes and reveals with sensitivity and candor the black teenage girl growing up in urban America.

Being a Woman: Breaking Out of the Doll's House, 16mm color (Grades 10-12). Learning Corporation of America, 1975.

When this spirited heroine closed behind her the door to her home, leaving husband and children, she opened windows on issues of feminine identity that today remain complex and compelling.

Dick & Jane As Victims, slide show package, 25 minutes, based on book by Women on Words & Images, documenting extensive sex-stereotyping in children's reader.

Eve of Change, 6 filmstrips with cassettes. (Grades 10-12). Westinghouse Learning Corporation, 1973.

Explores the attitudes toward women which are formed in early childhood--sexist exploitation, job disparity, social subservience, financial discrimination, etc.

The Fable of He and She, 16 mm color, 10 minutes. Learning Corporation of America.

Animated clay figures act out a story demonstrating sex role stereotyping.

Killing us Softly: Advertising's Image of Women. Cambridge Documentary Films.

> Examines influences and social impact of advertising, particularly focusing on stereotyped roles of women and men and sexual innuendos used to promote products. Note: This is an excellent awareness film for staff as well as good for most 9-12 graders.

Male and Female Roles, 6 filmstrips with cassettes, (Grades 10-12). Coronet Instructional Films, 1976.

> Explores sex roles in their historic, contemporary and futuristic perspectives.

Man and Woman: Myths and Stereotypes, Parts I & II, color, filmstrip cassette (Grades 9-12). Center for Humanities, 1975.

> Uses excellent combination of classical art and other media together with modern music to explain stereotypes which have restricted both men and women.

Masculine or Feminine: Your Role in Society, 16mm color, 19 minutes. Coronet, 1971.

> Provides an in-depth study of today's changing attitudes as related to the man's role in the home and the woman's role in business.

Masculinity and Femininity, filmstrip with records (Grades 9-12). Guidance Association, 1969.

The New American Woman, 1 filmstrip b&w, 1 record, 33 1/3 rpm with guide worksheet (Grades 9-12). New York Times Films.

> Discusses the new Equal Rights Amendment, new court decisions and the Women's Liberation Movement, which are helping to change the self image of women and their role in family, work and politics.

Re-examining Sex Roles: Evolution or Revolution, color filmstrip with cassettes (Grades 10-12). Sunburst, 1975.

> Includes (1) The New Feminism, (2) The Individual and Sexual Identity, (3) Family Roles Challenged, (4) Economic World, (5) Images, Messages, and Media, and (6) Institutions in Transition.

Rookie of the Year, 16mm color, 47 minutes (Grades 5-7). Films, Inc. 1975.

Recounts the story of 12-year-old Sharon Lu's attempt to play baseball in an all-boys little league.

Sexism in Media and Language, 2 filmstrips, 1 cassette, 2 spririt masters, 35 student worksheets, teaching guide. (Grades 10-12). The Learning Seed Co., 1976.

Examines the male and female image in advertising, television, newspapers and film.

The Sooner the Better, 16mm color, 27 minutes (Grades 11-12). Third Eye Films, 1977.

Provides information to help pre-school teachers understand sex role stereotyping and the importance of nonsexist education.

The Time Has Come, 16mm color, 22 minutes (Grades 11-12). Third Eye Films, 1977.

Demonstrates the ease and accessibility of nonsexist approach to child rearing. Discusses difficulties experienced by a young family attempting to reverse their roles--establishes understanding that stereotypes are products of our culture.

We Are Women, 16 mm color, 29 minutes (Grades 7-12). Motivational Media 1975.

Makes a strong case for individual rights for women and an equally strong case for what this would mean for men.

Womans Place, 16 mm color, 52 minutes (Grades 9-12). Xerox.

Excellent coverage of a very wide range of issues contributing to sex role stereotyping from childhood through adulthood. Narrated by Bess Meyerson.

UNIT V:
Access to Careers

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Overview

Many adults and most young people have very limited knowledge of the enormous variety of jobs which the world of work has to offer. In part, this ignorance can be attributed to the high visibility of a handful of "glamorous jobs" and the relative invisibility of most of the rest of the jobs which are not so glamorous by media standards, but which do offer many rewards and opportunities. There is also relatively little understanding of the many paths which young people can choose in order to prepare for a successful career. Education has generally focused on preparing students for higher education as though college, itself, were a career. At the same time, other options such as vocational training have been regarded as appropriate primarily for students without the intellectual or financial means to go to college.

The overall purpose of this unit is to dispel some of these traditionally held attitudes about the relative worth of different paths into career futures. Within that broad purpose it is our intention that participants learn about a substantial number of potential job opportunities as well as six distinctly different but equally viable ways to prepare for and obtain jobs.

As with the previous unit on Community-Based Job Exploration, this unit recommends learning via community resources wherever possible. Interviewing skills acquired earlier are once again put to use. Also, by preparing presentations for the class students will reinforce their ability to speak to others with confidence and ease.

This unit is designed to cover a two-week period, again with enough activities to exceed that amount of time. One option, if time is a problem, is to use the first activity as an introduction and then set up an all-day or half-day workshop around the last activity, omitting those activities in between.

WINC ACTIVITIES

Activity:

Six Paths to the Future

Objective: Students will learn about six different ways to prepare for a good career.

Procedure:

- o Have each student identify a career that she might like to pursue. Record all of these careers on the board or on newsprint.

- o Divide the class into six small groups, giving each group one of the following "Access Routes" as a category:

    a. Nontraditional Careers via Apprenticeship Training
    b. Nontraditional Careers via Community College
    c. Nontraditional Careers via College Preparation
    d. Nontraditional Careers via Traditional Career Ladders
    e. Women as Entrepreneurs (Small Business Owners)
    f. Nontraditional Careers via Industry Sponsored Training

- o Explain each category to the entire class so that students are clear in their understanding of the kinds of jobs that might fall within each category. (NOTE: Don't give them too much information at this point since part of this activity rests on discovery.)

- o Have each group go through the list on the board and determine which of the listed jobs could be reached by using the access route assigned to their group.

- o Record the results of each group's efforts as the group spokesperson shares the findings. This can be done by coding each category and noting the code letter after each career...or by having the group record its results on newsprint and post for sharing.

- o Followup discussion should point out that many of the careers listed have more than one access route. Also, any lack of clarity about categories can be resolved.

- o Followup assignment: Have students identify at least two access routes which could lead them to each of their three chosen career areas. From this exercise, have them develop questions which they could ask speakers who come to share information about access routes.

Time Required: One class period for the activity
Several days for doing the followup assignment

Resources: Student identified career choices
Chalkboard and/or butcher paper

Activity:

Nontraditional Careers Via College Preparation

Objective: Students will learn about nontraditional careers accessible through preparation at a four-year college or university.

Procedure:

- Using the WINC Resource, Nontraditional Career Fields for College Women, have each student select a career of personal interest.
- Then using college catalogues from local or regional colleges and universities, have students compute the approximate cost of the college training needed to prepare for the career of their choice.
- The cost of college should then be compared with starting salaries and lifetime earning potential in the chosen field (accounting for inflation). NOTE: This activity offers a fine math challenge for students.
- Students' resulting figures should be shared and discussed with special attention focused on those fields which really do offer entry level salaries and lifetime earnings adequate enough to balance the expense of college.
- An extension of this activity could be to have students "reality test" their choice by listing the major coursework that would be required in their chosen field.
- In a discussion elicit from students a listing of the pros and cons of electing this route, including nontangible factors (time investment, life enrichment, potential job satisfaction, etc.).

Time Required: One or two class periods

Resources: WINC Activity Resource:

Nontraditional Career Fields for College Women

College catalogues
Occupational Outlook Handbook (OOH)
Dictionary of Occupational Titles (DOT)
Career Information System (CIS)

Activity:

Nontraditional Careers Via Community College

Objective: Students will learn about nontraditional careers accessible through preparation at a two-year community college or junior college.

Procedure:

- Using the WINC Resource, Nontraditional Career Courses at Community College, have each student select a career of personal interest.
- Then using community/junior college catalogues from local or regional two-year colleges, have students compute the approximate time and cost of the training needed to prepare for the career they have chosen.
- The cost of this training should then be compared with starting salaries and lifetime earning potential in their chosen field (accounting for inflation).
- Students should share and discuss the resulting figures, focusing special attention on how time and expenses of this route compare with resulting salaries and lifetime earning potential.
- In a discussion elicit from students a listing of the pros and cons of pursuing a career via community college. This discussion should also cover the intangible pros and cons.

Time Required: One to two class periods

Resources: WINC Activity Resource:

Nontraditional Career Courses at Community College

Community college catalogues
Occupational Outlook Handbook (OOH)
Dictionary of Occupational Titles (DOT)
Career Information System (CIS)

Activity:

Nontraditional Careers Via Apprenticeship Training

Objective: Students will learn about nontraditional careers accessible through apprenticeship training programs.

Procedure:

- Using the WINC Resource, Nontraditional Careers in Apprenticeable Trades, have each student select a trade of personal interest.
- Then using information available from State or Regional Bureaus of Apprenticeship and Training, have students compute the approximate time and cost of training needed to prepare for the career they have chosen.
- The cost of this training should then be compared with starting wages and lifetime earning potential in their chosen trade (accounting for inflation).
- Students' resulting figures should be shared and discussed with special attention focused on comparative time and costs of different training vs. entry level wages and lifetime earning potential.
- In a discussion, elicit from students a listing of tangible and intangible pros and cons of going into an apprenticeable trade. (Also see "Women In Construction" article.)

Time Required: One or two class periods

Resources: WINC Activity Resource:

Nontraditional Careers in Apprenticeable Trades
"Women In Construction: The Federal Government has a Catch-22 for those seeking hard hats"

State Bureau of Labor
Bureau of Apprenticeship and Training
Apprenticeship Information Center

Activity:

Nontraditional Careers Via Traditional Job-Based Career Ladders

Objective: Students will learn about nontraditional careers which are accessible by beginning in traditional entry level jobs and moving up a career ladder into a nontraditional job.

Procedure:

- Divide the class into small groups of three to four students. Have each group select an industry which is locally represented by several companies; examples are banking, import, export, timber, travel, electronics, apparel manufacturing, etc.

- Then ask students to think about entry level jobs available in that industry--particularly those entry level jobs usually held by women.

- Each group should select one or two traditional entry positions (clerical, line operator, etc.) from their industry and complete the WINC Resource "Career Ladders" forms, using information available from companies representing their chosen industry...and from their own perceptions of what could be possible.

- For each step up the career ladder, groups should then identify knowledge/skills/training which would be necessary to make the move up.

Time Required: One or two class periods

Resources: WINC Activity Resource:

Career Ladder Chart

Information from local industry personnel representatives

NOTE: The presumptions in this activity are that: (1) a person moving up a career ladder relevant to a particular industry could move around to different companies, and (2) training and skills needed to move up would probably not be industry-sponsored beyond whatever knowledge could be gained on the job.

Activity:

Women As Entrepreneurs (Small Business Owners)

Objective: Students will understand some of the rewards and challenges involved in owning and running a business.

Procedure: Option A:

Arrange a panel presentation featuring local women (and men if appropriate) who own and operate their own small businesses. Ask them to talk about how they got started and to speak to issues like rewards, challenges, pitfalls, and what a person needs to know in order to start a business.

Option B:

Have students team up and arrange to interview different small business owners in the community. (Try to find as many women entrepreneurs as possible.) A list of interview questions should be developed prior to student interviews, and it should include issues identified in Option A of this activity. Results can then be shared with the class.

Time Required: Two class periods or more

Resources: Local directories of women-owned businesses (if available)

Local directories of small businesses (usually available from the Chamber of Commerce)

Activity:

Nontraditional Careers Via Industry-Sponsored Training

Objective: Students will learn about nontraditional career opportunities available within companies through internal training programs.

Procedure:

- According to resources available locally, divide the class into two to five small groups and assign each group the responsibility of conducting research and preparing a presentation on a major local business or industry which sponsors its own internal training program.
- Group research can include arranging a tour of the industry being studied, interviewing people who supervise the training programs and employees who participate, collecting printed materials, and taking photos or slides.
- Presentations can include guest speakers, but they should primarily consist of information produced and shared by the group.

Time Required: Three to four class periods plus additional time outside of class for research

Resources: Local businesses and industries

Activity:

Six Paths to the Future (Workshop Option)

Objective: Students will have the opportunity to meet with community resource people who represent each of the six categories or access routes.

Procedure:

- To whatever extent is possible, involve students in planning for bringing speakers into class. Student interest in certain careers may help to determine the speaker with whom they would want to talk. For instance, if a number of students are interested in electronics, it would make very good sense to bring in a representative from a large local electronic firm to discuss industry-sponsored training opportunities within their company.
- One way to involve students would be to divide the class into six groups and have each group look at the list of potential speakers related to one access route and recommend a first, second and third choice based on the class career list. If appropriate, students might extend the invitation to speakers by drafting a letter or by using the telephone. (In this case students should be prepared to answer questions the resource person might have about the workshop and what is expected.)
- Set up a schedule that allows at least a one-day interval between each speaker for class followup discussion.

Time Required: Two weeks

Resources: Local community

Colleges, universities, community colleges, business and industry

WINC
ACTIVITY RESOURCES

Nontraditional Career Fields for College Women

FIELD	COLLEGE DEGREE COMMONLY PURSUED
Accounting	Business Administration or Accounting
Agri-business	Business Administration, Biology, Agriculture
Architecture	Architecture
Arts--Visual (Painting, Drawing, Sculpture, Printmaking)	Fine Arts
Banking (Management)	Business Administration or four-year liberal arts degree
Biology	Biology
Cartography	Earth Science (Generally requires further study)
Chemistry	Chemistry
Chiropractics	Biology, Chemistry (Premedical course, requires further study)
Computer Sales/Computer Systems Engineering	Business Administration, Math, Computer Science
Conducting	Music
Dentistry	Biology, Chemistry (Predental course, requires further study)
Directing	Theatre
Economics	Economics
Engineering	Civil, Electrical, Mechanical, Chemical Engineering
Environmental Affairs	Biology, Environmental Affairs, Engineering

Finance	Economics, Business Administration, Math or four-year liberal arts degree
Forestry	Biology, Forestry
Geology	Geology
Government and Politics	Political Science, History, International Affairs
Industrial Management	Business Administration, Industrial Engineering, or a four-year liberal arts degree
Insurance	Business Administration or a four-year liberal arts degree
Law	Four-year liberal arts degree--requires further study
Lighting Technician	Theatre
Marketing	Business Administration, Communications or a four-year liberal arts degree
Mathematics	Mathematics
Meteorology	Physics, Geology
Optometry	Optometry, or Biology, Chemistry, Physics, or Math, with further training
Osteopathy	Biology, Chemistry (Premedical course, requires further study)
Pharmacology	Pharmacy or Biology, Chemistry, Physics, Math (requires further training)
Physician	Chemistry, Biology (Premedical course)
Physicist	Physics (Requires further study)
Psychiatry	Biology, Chemistry (Premedical course, requires further study)

Public Administration	Business Administration, Political Science, Sociology
Radio Station Management	Communications
Restaurant Management	Business Administration or four-year liberal arts degree
Retail Management	Business Administration or four-year liberal arts degree
School Principal, Superintendent	Education (Elementary or secondary certification necessary, requires further training)
Statistician	Mathematics
Television Production	Communications
Urban Planning	Public Administration, Architecture, Landscape Architecture, Civil Engineering
Veterinary Medicine	Biology, Chemistry (Preveterinary course, more training necessary)

Developed by Lewis and Clark College, Career Planning and Placement Center, Portland, Oregon.

PORTLAND
COMMUNITY
COLLEGE 12000 S. W 49th Avenue • Portland, Oregon 97219 • (503) 244-6111

NONTRADITIONAL CAREER COURSES AT COMMUNITY COLLEGE

General Classification	Areas of Employment	Salary Ranges
AGRICULTURAL MECHANICS- maintains repairs and overhauls farm machinery, pumps, tillers, etc.	1. Farm Mechanics 2. Implement mechanics and/or dealers 3. Irrigation mechanics	Entry level: $4/hr.
APPRENTICESHIP	SEE SEPARATE PAGES	
ARCHITECTURAL DRAFTING - interprets engineering data & directions, develops sketches and plans to guide constuction and building activity.	1. Remodeling Contractors 2. Sheetmetal Business 3. Commercial Cafeterias 4. Structural and Civil Eng.	Entry: $700/mo.
AUTO BODY REPAIR- straightens frames, removes dents, welds torn metal, replaces parts.	Auto Repair Shops	Journey level: $12-18,000/yr.
AUTO MECHANICS TECHNOLOGY - repairs and maintains all mechanical functions of autos.	1. Service stations 2. Private garages 3. Specialty service shops 4. Tune-up shops	Entry: $8-16,000/yr.
AVIATION MECHANICS - does emergency repairs, general maintenance and major overhaul work.	1. General Aviation 2. Commercial " 3. Helicopter "	Airlines: $10/hr. Small Aircraft: $5/hr.
BUILDING CONSTRUCTION TECH. -develops technical qualifica- necessary in bldg. trade.	1. Sales 2. Purchasing 3. Shipping and Delivering 4. Design 5. Expeditor 6. Estimator 7. Inspector 8. Factory Representative	Entry: $650-800/mo.
BUSINESS MERCHANDISING- the coursework develops skills for person to supervise selling, receiving and checking merchandise; keep inventory records; prepare displays; assist in ordering materials.	Retail Businesses: 1. Sales 2. Buying 3. Advertising 4. Displaying 5. Financial operations	Entry: $4/hr.

COLLEGE BOARD Becky Mansfield chairman • Earl Blumenauer • Howard Cherry • Bill Hamilton • Lynda A. Mayo • Carl Piacentini • Jeannette Saucy
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NONTRADITIONAL CAREER COURSES AT COMMUNITY COLLEGE

GENERAL CLASSIFICATION	AREAS OF EMPLOYMENT	SALARY RANGES
COMPUTER SOFTWARE TECHNOLOGY - write programs for microprocessors. Conduct tests on programs and equipment.	Retail businesses and industries utilizing microprocessors.	$190-240/wk.
COMPUTER OPERATOR - operates computer system; monitors program and records equipment utilization procedures.		$185/wk
COMPUTER PROGRAMMER - designs and tests program logic and converts detailed logical description into instructions.		$240/wk.
DIESEL SERVICE MECHANIC- repairs and maintains diesel engines on trucks, buses, construction and other heavy equipment.		Journey level: $9-25,000/yr.
ENGINEERING (RELATED) A.) TECHNOLOGY - finds useful applications for the development of experimental and theoretical scientists.	Private Industry Organizations involved in mechanical or civil tech.	Variable
B.) CIVIL - assist the engineer in performing many of the tasks in the planning and construction of highways, bridges, dams, etc.		$10-15,000/yr.
C.) MECHANICAL - assist the engineer in designs and development work by machine, equipment and parts sketch and layout work. Test experimental machines, etc.		$10-15,000/yr.

NONTRADITIONAL CAREER COURSES AT COMMUNITY COLLEGE

GENERAL CLASSIFICATION	AREAS OF EMPLOYMENT	SALARY RANGES
INDUSTRIAL DRAFTING - interprets engineering data and direction. Develops sketches and plans in order to guide production of machines. Produces detailed drawings.	INDUSTRY: Electrical Piping Structural Sheetmetal	$9-14,000/yr.
INDUSTRIAL ILLUSTRATION - interprets engineer's drawings specifications or pictures to create a pictorial representation of an object, design or idea.	INDUSTRY: May work as: 1. Illustrators 2. Draftsperson 3. Graphic Prod. Spec.	$9-14,000/yr
GRAPHICS REPRODUCTION- jobs in copy preparation, camera operation, stripping, platemaking, and in maintaining and operating offset presses and letterpresses.	1. Commercial Printers 2. Newspapers 3. Advertising Agencies	Entry: $3.50/hr Exp.: $12,000
LANDSCAPE TECHNOLOGY - may work as designers, installers, managers, etc.	Wholesale growers Landscape contractors/gardeners Golf courses City and County Parks Private Residences	Entry: $5/hr.
MACHINE TECHNOLOGY - operate various types of metal removing equipment. Blueprint reading, metallurgy and mathematics are important in the field.		$13-18,000/yr.
MARINE ENGINE TECHNOLOGY- may work as welders, diesel engine mechanics, electricians, equipment operators, dredgers, fire & water tenders, equipment repairers.	Marine Industry	$15,000/yr.

NONTRADITIONAL CAREER COURSES AT COMMUNITY COLLEGE

General Classification	Areas of Employment	Salary Ranges
OPTICAL TECHNOLOGY - skills vary: * Optical Technician * Master Optician * Contact Lens Technician * Quality Inspector * Vision Screener * Contact Lens Dispenser * Lab Manager	1. Dispensing firms 2. Manufacturing 3. Sales 4. Management	Depends on area of specialization: $4/hr - $16,000/yr.
CRIMINAL JUSTICE- duties range from crime prevention programs to investigative and patrol duties.	1. Municipal, county and state police 2. Corrections system	$900-1200/mo
FIRE SCIENCE - areas: 1. Fire protection 2. Fire prevention 3. Fire Management 4. Fire Instructor	All Municipalities	$1000-1,200/month
RADIOLOGY (X-RAY)- produces X-Ray images of the human body	Hospitals, clinics, private medical offices	Entry: $1000/mo
RADIO/TV BROADCASTING	Types: advertising, sales, writing, reporting, editing, announcing, copywriting, PR	Variable
SMALL ENGINE REPAIR- perform general maintenance and repairs of motorcycles and other recreational equipment, farm and home power implements and marine outboard motors.	Repair shops	Entry $3.50-4/hr. Journey: up to $10+/hr

NONTRADITIONAL CAREER COURSES AT COMMUNITY COLLEGE

General Classification	Areas of Employment	Salary Ranges
VETERINARY SCIENCE TECHNOLOGY - skilled in the practical application of care and handling of animals; clinical laboratory procedures; animal diseases; feeding, nutrition and pharmacology; medical and surgical procedures.	1. Animal hospitals and clinics 2. Vet medical centers 3. Lab animal research 4. Educational Institutions 5. Meat and food inspection 6. Military service 7. Commercial firms	Entry: $400-700/mo
WELDING- units of metal are joined by welders using a number of welding processes.		$12-20,000/year

NONTRADITIONAL CAREER COURSES AT COMMUNITY COLLEGE

APPRENTICESHIP

Portland Community College provides related classes of instruction in accordance with the Oregon Apprenticeship Training Law. These classes cover instruction in related technical areas of the trades and are intended to supplement the skills learned on the job. Informaton on how to become an apprentice may be obtained from the Oregon Apprentice Information Center, 1437 S. W. Fourth Avenue, Portland, Oregon 97201.

An associate degree program for journeymen and apprentices who wish to expand their knowledge and skills is also available.

At Portland Community College more than 1200 men and women attend classes in the daytime, evenings, and on weekends as part of their on-the-job training program. Portland Community College provides approximately five percent of an apprentice's training through supportive in-class work while 95 percent of the remaining training is received on the job.

Each trade with an apprenticeship program has a Joint Apprenticeship and Training Committee which outlines the procedures an individual must follow to become a journeyman (usually two to five years of supervised, on-the-job experience in various aspects of the trade plus class work at Portland Community College). The training committees outline the type of supportive courses needed to prepare qualified journeyman and work with Portland Community College to set up related training. Portland Community College employs instructors and provides classroom and laboratory facilities.

The following is a list of apprentice trades conducting related training classes with the Portland Community College Apprentice and Trade Extension department.

- ACF Cook
- Automotive
- Boilermaker
- Bridge & Ironworker (Structural)
- Bridge & Ironworker (Shopman)
- Diesel Mechanic
- Drywall Finisher
- Floor Coverer
- Heavy Tractor & Equipment
- Inside Wireman
- Lather
- Machinist
- Manufacturing Plant Electrician
- Meatcutter
- Molder & Coremaker
- Outside Electrician
- Painter
- Patternmaker
- Pipefitter
- Plasterer
- Plumber
- Sheet Metal Worker
- Stationary Engineer
- Steamfitter

TRADE EXTENSION (Journeyman Training)

The programs for journeyman provide training in both skills and knowledge needed to deal with changes in materials and techniques of the trades. The classes are open to journeymen, foremen and supervisors.

Special training programs may be set up by contacting the chairman of the department of Apprenticeship and Trade Extension Programs, Portland Community College.

Associate of Applied Science in Industrial Technology for Journeyman and Apprentices

An associate degree program designed for journeymen and apprentices working in crafts and trades certified by the Oregon Bureau of Labor is now available at Portland Community College. The program was developed to provide educational opportunities for the journeyman or apprentice who wishes to broaden the learning experiences provided by apprenticeship training.

To receive the Associate of Applied Science degree in Industrial Technology, students must complete a total of 18 credit hours of general education and an additional 27 credit hours of related training classes in their occupational field. They may tailor the degree program to meet their specific needs. General education requirements are listed in the front of each PCC catalog booklet.

SPECIAL CONTRACTS

The college contracts with various agencies for special educational programs. Programs tailored to meet unique learning needs are conducted for state and county government agencies, business and industry. The people served by these programs are an important segment of the new students who want and need access to educational courses and programs not found in the traditional offering.

Some examples of programs funded during 1978-79 include Wasco County Area Education District, Lower Columbia Community College — Rainier School District, Portland Schools Cluster Programs, Job Development and Occupational English as a Second Language for Southeast Asians, Wacker Siltronics, and Community Based Corrections Outreach for Ex-Offenders.

Nontraditional Careers in Apprenticeable Trades

- Asbestos Worker
- Automotive, Body and Fender
- Automotive, Mechanic
- Automotive, Repair
- Baker
- Barber
- Blacksmith
- Boilermaker
- Bookbinder
- Brick Layer
- Butcher-meatcutter
- Cabinet Maker
- Candy Maker
- Carpenter
- Cement Mason
- Cook
- Dairy Products Maker
- Drafter
- Drywall Applicator
- Electrician, Manufacturing Plant
- Electrician, Inside
- Electrician, Outside
- Electrical Worker
- Electroplater
- Electrotyper
- Engraver
- Farm Equipment Mechanic
- Floorcoverer
- Foundryman
- Glass, Auto
- Glassworker
- Glazier
- GRAPHICS:
    - Letter Pressman
    - Lithographer
    - Offset Pressman
    - Bookbinder #1
    - Bookbinder #2
    - Sheetfed Offset
    - Camera & Platemaker
- Heavy Duty Truck Mechanic (Diesel)
- Ironworker
- Jeweler
- Landscaper
- Lather
- Lithographer
- Limited Energy Electrician
- Machinist
- Marine Carpenter
- Meatcutter
- Meatwrapper
- Millwright,Construction
- Model Maker
- Musical Instrument Mechanic
- Operating Engineer
- Optical Technician
- Operating Engineer
- Painter
- Painter and Decorator
- Painter and Sandblaster
- Patternmaker
- Photographer
- Pipefitter
- Plasterer
- Plate Printer
- Plumber
- Radio and TV Repair
- River Pilot
- Roofer
- Rotogravure Engraver
- Sheetmetal Worker
- Stationary Engineer
- Steamfitter
- Stereotyper
- Stone Mounter
- Taper
- Telephone Worker
- Tilesetter
- Textile Technician Mechanic
- Tool-and-Die Maker
- Upholsterer

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Women in Construction

By the spring of 1981, 289,000 women must have entered the construction industry nationally in order to comply with federal requirements, the increase coming in periodic steps which, if successful, will put the female construction workforce at 3 percent, 5.1 percent, and 6.5 percent. At the same time, women seeking entry into the construction field must compete on an equal basis with men in an arena in which they've been raised unequal since birth. Construction apprenticeship programs favor applicants with the male's traditional background in high school shop courses, mechanical tinkering, and related experience, and it has been no easy search to find women who can compete with men for apprenticeship spots by these rules.

"How do you turn around a century-old problem in a year?" asks Beth Eldridge. As Executive Director of Access Enterprises, Eldridge is faced daily with the challenge of bringing females and males alike into non-traditional employment. Her secretary, for example, is male; and Access Enterprises has a current contract with the State Highway Department and the Associated General Contractors of America to bring more women into Oregon's highway construction industry.

Eldridge's difficulty in accomplishing the latter is that apprenticeship programs usually require construction experience and a high school background in things mechanical. Given the realities of cultural history, the requirement has become a kind of Catch-22.

"How do you turn around a century-old problem in a year?"

Success. Still, there have been some success stories. In May, almost a dozen Oregon women graduated from a Teamsters-sponsored apprenticeship program in heavy-duty equipment operating. In June and July, two Operating Engineers pre-apprenticeship programs will begin near Corvallis, and another dozen women are expected to be among the students. These small gains are not insignificant given the odds facing women who choose construction as a career.

These odds include more than requirements for entering apprenticeship programs. The federal government, for example, is cutting child care funds at the same time it is putting quotas on women in industry. Women are being encouraged to leave the home while losing, if they have children, some of the financial support that makes leaving home possible—another Catch-22 situation.

Another discouragement to many women wishing to enter the construction industry relates to a culturally induced "head-set" that makes them less mobile than men. "A woman in construction," says Eldridge, "must be prepared to get a 6 p.m. phone call requiring her to drive 400 miles to a job site by morning, to begin work on a job without knowing how long it will last. Many women are not used to this kind of a living style. It can become a kind of culture shock for them."

Along these same lines, contractors want to be sure a woman can handle the uncertainties of construction work before they invest in her in an apprenticeship program; they want the confidence that a woman will stay on the job for at least five years.

Resistance. There is still some resistance among a minority of contractors to welcoming women on the job; these are the employers who will put a woman behind a typewriter who was hired to run a forklift. While discrimination suits are one way to meet blatant resistance to women entering the field, Eldridge is quick to point out that, "this is not the most productive way to go. Oregon," she adds, "is a relatively cooperative state in wanting to comply with federal regulations by opening up the construction field to women," especially compared to the East Coast.

All the same, our educational and counseling traditions have not been noted for encouraging women to tinker with machines and seek mechanically oriented employment, and even women with a strong background in farming have had to fight to have this accepted by apprenticeship programs as relevant experience. It is in this sense that the rules are still rigged against them.

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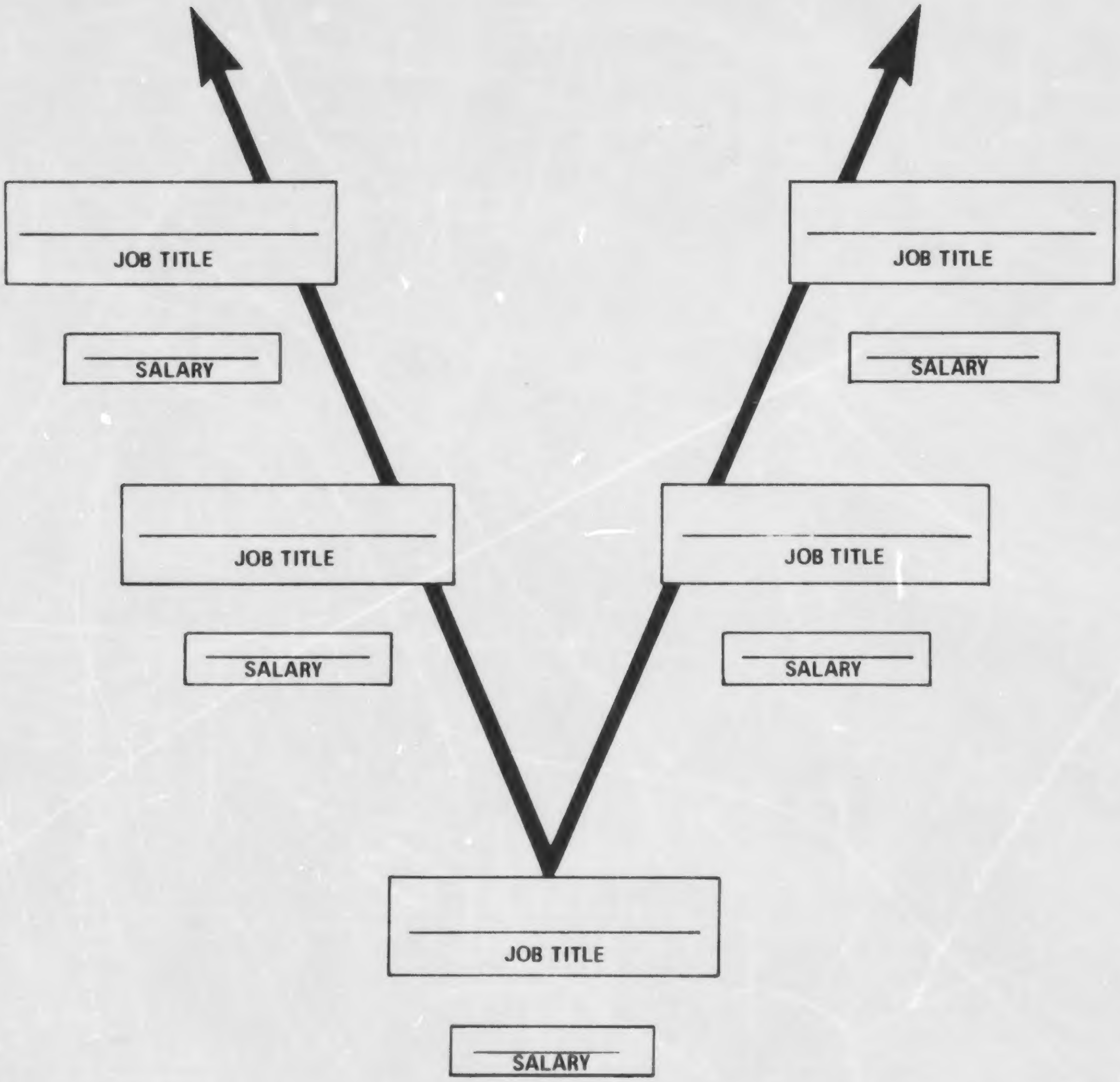
WINC CAREER LADDER

Most people who begin working at a job hope someday to move up to better paying, more responsible positions. Almost every beginning job can lead a good worker to more than one better job. Write the entry level job title in the box at the bottom of the ladder. Then write other jobs to which you could advance in sequence in the boxes moving up the ladder.



ADDITIONAL RESOURCES

Additional Resources

PRINT

Career Options Series for Undergraduate Women. New York: Catalyst, 1975-1977.

> A series of 12 booklets covering career planning and ten career fields. Write to: 14 East 60th, New York, New York 10022. ($2.95 ea. or $40/set)

Dictionary of Occupational Titles (DOT). U.S. Government Printing Office, Superintendent of Documents.

Establishing Your Own Business: A Handbook for Women. Resources for Women, Inc., 104 Walnut Avenue, Suite 212, Santa Cruz, California 95060 ($5.) (1980)

Getting Skilled: A Guide to Private Trade and Technical Schools. National Association of Trade and Technical Schools, 2021 K Street, NW, Washington, D.C. 20006. (1980)

Lederer, Muriel. Blue Collar Jobs for Women; A Complete Guide to Getting Skilled and Getting a High Paying Job in the Trades. New York: E.P. Dutton, 1979.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. New York: College Entrance Examination Board, 1978.

Mitchell, Joyce Slayton. The Work Book, A Guide to Skilled Jobs. Bantam Books, 1978.

Occupational Outlook Handbook (OOH) U.S. Government Printing Office, Superintendent of Documents. Revised every two years.

On Their Own: Women Entrepreneurs. Resources for Women, Inc., 104 Walnut Avenue, Suite 212, Santa Cruz, California 95060 ($5.) (1980)

Shanahan, William. College: Yes or No. Arco Publishing Inc., 215 Park Avenue, South, New York, N.Y. 10003.

Tepper and Tepper, The New Entrepreneurs: Women Working from Home. New York: Universe Books, 1980.

What To Do With The Rest of Your Life, The Catalyst Career Guide for Women in the '80's. New York: Catalyst, Simon & Schuster,1980.

NONPRINT

Career Information System. As a service to schools and social agencies, this program (developed in Oregon and available in some other states) delivers computerized information on current job materials, suggested reading matter, cassettes of occupational interviews, as well as sources for training. If the CIS is not available at your school, check with your local Educational Service District, CETA program or State Employment office.

UNIT VI:
Career Success Styles

Unit VI: Career Success Styles

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Overview

Social conditioning tends not to prepare women adequately with skills and attributes that will help them succeed in a world of work which has been largely defined by men. This unit is structured around activities which will introduce participants to some basic concepts and tools for developing abilities in self-assessment, assertiveness, goal setting, decision making, time management, and maintenance of health and physical fitness.

The activities in this unit are designed to engage students in thinking about these skills and in putting them into action in their own lives and career planning processes. Many of the activities introduce strategies or tools which can be used throughout a person's life, both personally and professionally. The concept of continuing to use these strategies should be stressed by the instructor during this unit and wherever appropriate throughout the rest of the course.

The Career Success Styles unit is designed to cover a two-week period, and most of the activities are designed to take one class period or less. For those activities requiring additional time, some of the steps can and should be completed outside the classroom.

The additional resources suggested at the end of the unit provide excellent background material for both students and instructors.

WINC ACTIVITIES

Activity: “Things I Am Proud of...”

Objective: Students will learn about themselves by investigating their positive attributes.

Procedure:

- o Put each of the following questions on a piece of paper. Place all papers in a container and have each student draw one. Students should be given three minutes "quiet time" to think about their responses before sharing their answers. Students can also ask their classmates how they would respond to the question.

  What is something you are proud of that you can do on your own?

  What is a new skill that you have learned recently?

  What difficult task have you completed recently?

  What is a family tradition that you are very proud of?

  Describe something you've made with your own hands.

  Describe a time when you made a good bargain.

  What is a dangerous thing that you tried and at which you succeeded?

  What is something that you have done to add to the beauty of this world?

  How have you used your brain lately in a way that you are particularly proud of?

  What problem have you dealt with successfully lately?

  How have you reached out to someone recently?

  What physical feat have you accomplished lately?

  What way have you shown responsibility and dependability lately?

- o Have a class discussion on how things that we are proud of can suggest areas of career interest.

Time Required: One class period

Resources: Container
Pieces of paper

Activity:

Self-Evaluation Form

Objective: Students will have an understanding of characteristics important for job success and in what ways they possess those characteristics, both in their own eyes and in the eyes of an adult of their choice.

Procedure:

- Have students rate themselves using the Self-Evaluation Form. Then have students choose an adult (employer, parent, teacher) to rate them also. NOTE: Each student should have two copies of the form for this activity.
- Students then can compare the adult ratings with their own and evaluate what they want to work on.

Time Required: Two to three days

Resources: WINC Activity Resource:

Self-Evaluation Form

Activity:

Defining Assertiveness

Objective: Students will learn the difference between assertive, passive, and aggressive behavior.

Procedure:

- Write all three terms on the board, leaving space beneath each one for a definition:

  Assertive   Passive   Aggressive

- Ask students to help generate working definitions of each type of behavior. Begin with "aggressive" and work with it first because it is probably the most easily defined. Ask first for some examples of the type of behavior and then ask students to identify the common elements in the given examples.

  Aggressive: "an argument which leads to a physical fight...," "a parent forcefully demanding a certain kind of behavior from a child...," "blaming another person for your problems..."

  Common Elements: anger, hostility, trying to get what you want at someone else's expense.

- Next define "passive" in the same way. Finally define "assertive" and discuss with the class the advantages of being able to be assertive, both in personal life experiences and in career related life experiences.

- Have all students record the definitions in their journals so that they have the information for future use.

Time Required: One class period

Resources: WINC Activity Resource:

CHART: Aggressive, Passive, and Assertive Behavior

Activity: **Assertiveness Inventory**

Objective: Students will assess their own levels of comfort in various situations to determine their ability to be assertive.

Procedure:

o Distribute one copy of the WINC Resource, Assertiveness Inventory, to each student. Explain that all of us feel different levels of comfort/discomfort when encountering different situations. The inventory attempts to help students figure out how they usually feel in a series of typical situations and how they are likely to respond.

o Ask students to go back over the list of situations and circle the ones they would like to handle more assertively.

Time Required: 30 minutes

Resources: WINC Activity Resource:

Assertiveness Inventory

Activity:

Assertiveness in Action

Objective: Students will have the opportunity to practice being assertive in situations which are both hypothetical and real.

Procedure:

- Have each student think of an example of a recent situation in which she wishes she could have been more assertive.
- Have them fill out the WINC Resource, Learning New Behaviors, down to the point where it says "Prepare a Script." Before asking students to proceed with this section, discuss as a class some examples of assertive reactions to hypothetical situations. Have students help develop sample scripts and write them on the board.
- Finally have students individually finish writing their new script. Then ask them to find a partner and role-play their scripts with each other.
- As followup, ask students to practice thinking of and acting on assertive responses to new situations that arise in their lives. As they do this they should record the experience or the thoughts in their journal.

NOTE: Assertiveness is vastly underestimated in terms of its importance to people's lives. It is a skill which needs practicing on a lifelong basis. It is especially crucial to young women who want to pursue nontraditional careers. Without an ability to be assertive in a competitive and not always friendly work world...they will have difficulty finding success.

Time Required: One class period

Resources: WINC Activity Resource:

Rehearsal for Learning New Behaviors

Activity:

Why Have A Goal?

Objective: Students will understand the importance of having goals.

Procedure:

- Put the following quote on the board: "If you don't know where you are going, you probably won't get there." Discuss it briefly with the class and elicit from them ways it applies to career planning.
- Using WINC Resource "Does the Glass Slipper Fit?" ask students to complete the Cinderella and Today's Woman checklists and then rate themselves.
- The tone of this exercise is humorous. Ask students to discuss the main message contained in the activity and reasons why this message is critically important, particularly in terms of the high number of young women who discard or postpone their career plans for marriage and parenting only to face later severe economic consequences.

Time Required: 30 minutes

Resources: WINC Activity Resource:

"Does the Glass Slipper Fit?" Checklists:
"Cinderella" and "Today's Woman"

Activity from Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Activity:

Case Studies: Goal Setting

Objective: Students will set goals for people in real life situations.

Procedure:

- o Divide the class into three groups and give each group one of the case studies to read and discuss. Allow 20 minutes for the discussion and instruct them to develop two sets of goals in response to the case study:

  1. Goals that would have helped strengthen her future...had she set them in high school

  2. Goals she could set now to plan for a better future

- o After the groups have completed their task, bring them back together to share their case studies and their results, and consider the information provided in "What Is My Future Work-Life Expectancy?"

Time Required: One class period

Resources: WINC Activity Resources:

Glass Slipper (Continued):
"Case Studies--Was This Woman Prepared for Her Future?"
"What Is My Future Work-Life Expectancy?"

Activity from Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Activity: **"In My Life I Want..."**

Objective: Students will begin to generate information from which they will be able to set goals.

Procedure:

- o Use the "$50,000 to Spend" form and have students generate as long a list as possible of the things they would buy if they suddenly inherited $50,000. "Things" can include education and other nonmaterial items that still cost money. After the lists are completed, have them share their list either as a class or in small groups and ask the rest of the group to respond to each list with an "it sounds like one of the important things in your life is ________________________________." statement.

- o Over a period of several days, have students keep running lists of things they want in life. This can be done in the journals

  or

  Have students spend 15 minutes writing a "run-on" essay/poem on the statement "In My Life I Want..." Use the same strategy suggested in the activity "Women--A Poem" from Introduction to Course.

- o Follow up this listing process by grouping all the items into logical categories.

Time Required: One or two class periods

Resources: WINC Activity Resource:

"$50,000 to Spend"

Activity:

Prioritizing Your Goals

Objective: Students will understand the importance of establishing priorities among their goals and will learn a strategy for prioritizing.

Procedure:

- Acquaint students with the meaning of the word "prioritize" and discuss the reasons for establishing priorities. If possible, discussion should elicit from students the reasons they think it would be useful to set priorities.
- Have students identify approximately ten goals from the analysis of "In My Life I Want..." in the previous activity.
- Utilizing the Prioritizing Grid, have students list their goals in any order and then teach them how the Grid works.

Time Required: One class period

Resources: WINC Activity Resource:

Prioritizing Grid and Instructions

Activity:

24-Hour Decision-Making Grid

Objective: Students will begin to realize who influences their decisions and how they feel about their decision making.

Procedure:

- Share Decision-Making Grid with color code and ask students to list their activities, experiences and decisions each hour for a 24-hour period. Then, following the color code, they should color in who influenced each decision and how the student felt about it.
- In the followup, ask students to reflect upon who is influencing most of their decisions, how they feel in general about their decisions, and what values and interests were revealed. This can be done in journals.
- Discuss with class how this information can help the student in making future decisions and how such information can be applied to choosing an occupation.

Time Required: Two class periods

Resources: WINC Activity Resource:

Decision-Making Grid

Colored markers or pencils

Activity:

WINC Decision-Making Model

Objective: Students will learn how to make decisions in a careful and thorough way that takes into consideration all of the factors involved and pertinent goals effected.

Procedure:

- Have students phrase an important #1 goal in the form of a question: "How Can I Accomplish...?"
- Using the WINC Decision-Making Model, each student should enter her Goal question in the center of the grid.
- On the lines radiating from the center, students list all possible choices of action they can think of that might lead to their goal. One per line.

  Then in the space under Considerations, they list all of the factors that will influence their decision.

  Examples: Must be relatively inexpensive. Cannot take more than five years. Need to stay in town. etc...,

  Rank order these considerations from most important to least important.

  Finally begin with the #1 consideration and go around the "spokes," putting in a "#1" under the line of each choice that meets that consideration. Do the same for all considerations. The choices that meet the most considerations are the best routes to choose.

  The outcome of this activity is that each student should have a set of first, second, and third choices of action that they could pursue to accomplish their most important goal.

Time Required: One class period

Resources: WINC Activity Resource:

Decision-Making Model

Activity:

Planning Partnerships

Objective: Students will pair up and establish contracts with their partners for step-by-step pursuit of their stated goals.

Procedure:

- Taking their own #1 goal (related to career planning) each student will list steps they feel necessary for reaching that goal.
- Using whatever pairing method you feel comfortable with, have students group into teams of two. Each partner will share goals and lists of steps with the other and exchange any helpful suggestion or additional steps they can think of.
- Then each set of partners will contract formally between themselves to complete a specified number of steps within a one- or two-week time frame. Partners will agree to meet at the end of the period of time and share their own progress.
- Partners should understand that their role is to serve as "kick-in-the-pants" partners...not accepting and passive listeners. This should be an active partnership. Each regular meeting should end with a new agreement to continue and complete the next step or two on the list.
- Partners can agree to some kind of reward system (if they like the idea) for "on time" "on target" completion of goals.
- If the idea appeals, they could also chart their progress on a color graph, so they can visually see where they have been and where they still have to go.

Time Required: One class period

Resources: Student-developed contracts

Activity:

Recording Use of Time

Objective: Students will analyze their time and determine how well they are spending it in terms of accomplishing their established goals.

Procedure:

- Using the Time Record and Analysis Sheet, have students keep track of their own use of time for three days during the school week.

- At the end of that time, have them review their records and make a note in the right hand columns (1, 2 & 3) according to the following:

  1. I was doing something that will help me accomplish my goals.

  2. I was doing something that was necessary for my well-being, but not goal related.

  3. I was wasting my time.

- Have students analyze their days and figure out what blocks of time they could reasonably change from wasted time to working on goal-related tasks. NOTE: Time spent for recreation is necessary for mental health and should not necessarily be counted as wasted.

Time Required: Portions of two class periods

Resources: WINC Activity Resource:

Time Record and Analysis Sheet

Activity:

Managing Personal Use of Time

Objective: Students will learn some techniques for managing time and apply them to their own lives.

Procedure:

- On a daily or weekly basis have students begin to keep "To Be Done" lists. They can use the daily organization form if it is useful or make up their own that is tailored to meet their own needs; for instance:

  /TASK /DUE DATE /COMPLETED

- As they get into a habit of doing this regularly, have them work on consolidating tasks that are related.

- Also have them decide what times of the day are best for doing certain types of tasks. This is really an individual matter and will vary widely from student to student...but all students shoud learn to be aware of their peak times.

  (i.e., if you are at your best in the morning and kind of sluggish right after lunch or in the late afternoon, the best time to do difficult tasks or go on job interviews would be in the morning.)

- Have student consult "Tips For Managing Your Time" to identify strategies they can use for improving their own use of time.

Time Required: Five minutes a day

Resources: WINC Activity Resources:

Daily Organizer Chart
"Tips for Managing Your Time"

To Be Done Lists (student-developed)

Activity:

A Personal Approach to Staying Healthy

Objective: Students will develop a personal plan for staying healthy, including consideration of body fitness, balanced diet, and periodic medical checkups.

Procedure:

- Engage the class in a discussion of "fitness" and "health" and what these concepts should mean for women. As a group, come to some agreement on a definition of fitness and health. Try to make the distinction between a practical approach and what "Madison Avenue" sells us as definitions of these concepts.
- Have students focus on realistic personal goals they would like to achieve; have them complete the WINC Health and Fitness Plan.
- If time permits, invite a female doctor, nurse practitioner or women's health care specialist to come in and talk with students on the need for women to become knowledgeable about their own bodies so that they can be effective advocates for their own health care needs.

Time Required: One or two class periods

Resources: WINC Activity Resource:

Health and Fitness Plan

NOTE: The World Health Organization defines "health" as follows: "Health is a state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity."

WINC ACTIVITY RESOURCES

SELF-EVALUATION FORM

How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
1. Dependability	☐	☐	☐	☐	☐
2. Self-Confidence	☐	☐	☐	☐	☐
3. Friendliness	☐	☐	☐	☐	☐
4. Cheerfulness	☐	☐	☐	☐	☐
5. Patience	☐	☐	☐	☐	☐
6. Ability to keep working under real difficulties	☐	☐	☐	☐	☐
7. Sense of Humor	☐	☐	☐	☐	☐
8. Honesty	☐	☐	☐	☐	☐
9. Ability to make decisions quickly	☐	☐	☐	☐	☐
10. Responsibility	☐	☐	☐	☐	☐
11. Loyalty to those for whom you work	☐	☐	☐	☐	☐
12. Ability to sense others' feelings	☐	☐	☐	☐	☐
13. Sincerity	☐	☐	☐	☐	☐
14. Ambition to succeed on the job	☐	☐	☐	☐	☐
15. Courage to do the right thing, even if you are alone	☐	☐	☐	☐	☐
16. Willingness to work hard	☐	☐	☐	☐	☐
17. Ability to cooperate with other people	☐	☐	☐	☐	☐
18. Ability to become enthusiastic about your job	☐	☐	☐	☐	☐
19. Willingness to consider others' viewpoints	☐	☐	☐	☐	☐
20. Initiative--being a self-starter	☐	☐	☐	☐	☐
21. Courtesy	☐	☐	☐	☐	☐
22. Ability to lead others	☐	☐	☐	☐	☐
23. Ability to work without supervision	☐	☐	☐	☐	☐
24. Promptness	☐	☐	☐	☐	☐
25. Orderliness	☐	☐	☐	☐	☐

CHART: Aggressive, Passive and Assertive Behavior

	Aggressive	Passive	Assertive
Characteristics of the behavior	Emotionally honest, direct, self-enhancing at the expense of another. Expressive. Chooses for others.	Emotionally dishonest, indirect, self-denying Allows others to choose for her. Does not achieve desired goal.	Emotionally honest, direct, self-enhancing, expressive. Chooses for self. May achieve goal.
Your feelings	Righteous, superior, derogative at the time, and possibly guilty later.	Hurt, anxious, possibly angry later.	Confident, self-respecting.
The other person's feelings toward you	Angry, resentful.	Irritated, pity, lack of respect.	Generally respectful.
The other person's feelings about her/himself	Hurt, embarrassed.	Guilty or superior.	Valued, respected.

Adapted from: Laura G. Mains, Womanpower (Cranston, Rhode Island: Carroll Press, 1977), p. 91.

Original Idea from: Robert E. Alberti and Michael Emmons, Your Perfect Right: A Guide to Assertive Behavior (San Luis Obispo, California, 1970), p. 11.

Assertiveness Inventory: Instructions

Step One: Ask students to indicate their own Degree of Discomfort in the spaces provided on the left-hand side of the Inventory, using the following scale:

Discomfort Scale

1 = no discomfort

2 = a little discomfort

3 = a fair amount of discomfort

4 = much discomfort

5 = extreme discomfort

Step Two: Ask students to go over the list of situations a second time and after each item (in the right hand column) indicate how likely they are to display the behavior listed, using the following scale:

Response Probability Scale

1 = always do it

2 = usually do it

3 = do it about half the time

4 = rarely do it

5 = never do it

Step Three: Ask students to give themselves an assertiveness rating by totaling the points on their right-hand column. A score of 20-40 would be Good; a score of 41-60 would be Fair; a score of 61-100 would indicate a Needs Work rating.

Finally, ask students to go back over the list of situations and circle the ones they would like to handle more assertively.

Adapted from: Laura G. Mains, Womanpower (Cranston, Rhode Island: Carroll Press, 1977), p. 92.

Originally modified from: Elaine D. Gam and C.A. Richey, "An Assertion Inventory for Use in Assessment and Research" in Behavior Therapy, Vol. 6, 1975, pp. 550-56.

ASSERTIVENESS INVENTORY

Degree of Discomfort		Situation	Response Probability
________	1.	Refusing a request to borrow something you value (homework, clothing, money, etc.)	________
________	2.	Complimenting a friend	________
________	3.	Asking a favor	________
________	4.	Resisting sales pressure	________
________	5.	Apologizing when you've made a mistake	________
________	6.	Turning down a date	________
________	7.	Telling a person who is very close to you that something she/he says or does bothers you	________
________	8.	Asking for a date with a person	________
________	9.	Admitting you don't understand what is being discussed and asking for further explanation	________
________	10.	Disagreeing with the opinion of a friend	________
________	11.	Applying for a job	________
________	12.	Resisting pressure to drink or smoke when you are not interested	________
________	13.	Talking with person about his/her criticism of your behavior/work/etc.	________
________	14.	Asking for the return of borrowed items	________
________	15.	Requesting expected service in a store/restaurant/school when it is not forthcoming	________
________	16.	Returning bad merchandise to a store	________
________	17.	Resisting sexual overtures when you are not interested	________
________	18.	Telling someone good news about yourself	________
________	19.	Receiving compliments	________
________	20.	Admitting that you are afraid and asking for acceptance	________

Rehearsal for Learning New Behaviors

Describe a recent situation in which you wish you had been more assertive:
____
____
____

What did you do in this situation: ____________________
____
____

Explain how you could do it differently next time: ______________
____
____

Prepare a "script" for use next time and practice it with a partner.

SCRIPT: Describe the situation (nonjudgmentally):
____
____

Express your feelings: "I feel ______________
____
________________________________."

Explain what you want done: "I want ____________
____
________________________________."

If you can't get agreement, state your bottom line
(consquences you will pursue): "If not, then ____________
____
________________________________."

DOES THE GLASS SLIPPER FIT?

Once upon a time there was a fair young maiden. Her name was Cinderella. Cinderella lived with her stepsisters and stepmother. Cinderella was responsible for all the cooking, cleaning and other chores around their home. Although it was a very modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. When she was miraculously discovered by the Prince and went with him to live in the castle, we feel fairly certain that she did not take up an outside career of castle building or working in the sword repair shop in town. She stayed home and ran the castle and raised their children. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. They never got divorced because that wasn't allowed. If things got too bad, Cinderella occasionally went to live in the convent. Usually, however, the Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of available Prince Charmings has decreased tremendously since "once upon a time." As a result, females of all ages are working outside of the home. They are working for the same reason men work--for money to support themselves and their families.

To find out if you are better prepared for Cinderellahood than for modern womanhood, check off all the things in each list that apply to you.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

Cinderella - Check ( ) off each item that applies to you.

__________ 1. Can cook

__________ 2. Wait for Prince Charming to open the door for you

__________ 3. Talk to your fairy godmother

__________ 4. Can dance

__________ 5. Have no career plans

__________ 6. Think woman's place is in the home

__________ 7. Don't worry about the future

__________ 8. Cannot manage money

__________ 9. Can raise children

__________ 10. Talk to mice

__________ 11. Can wash clothes

__________ 12. Have no job skills

__________ 13. Read love stories and movie magazines

__________ 14. Can give a party

__________ 15. Know how to care for a baby

__________ 16. Don't like school

__________ 17. Can sew

__________ 18. Rush home to watch the soap operas

__________ 19. Can clean

__________ 20. Turn down the radio when the news comes on

Total checks ( ) _______

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

Today's Woman - Check ( ) off each item that applies to you.

__________ 1. Read news magazines

__________ 2. Discuss career plans with your parents

__________ 3. Have investigated all high school job training courses including plumbing and welding

__________ 4. Plan to work for 25 years

__________ 5. Are aware of Title IX

__________ 6. Know how much money it takes to feed a family of four for a week

__________ 7. Can list 20 different jobs open to women*

__________ 8. Stand up for yourself

__________ 9. Rush home to watch the evening news

__________ 10. Demand equal pay for equal work

__________ 11. Know how to manage money

__________ 12. Aren't afraid to be the only girl in any class

__________ 13. Will graduate from high school

__________ 14. Open your own car door

__________ 15. Know how to file a suit under EEOC

__________ 16. Know about apprenticeship programs

__________ 17. Can fix a flat tire

__________ 18. Talk to your counselor about future job plans

__________ 19. Plan to learn a skill before marriage so that you can always get a job

__________ 20. Think you can do any job a man can do

Total checks ( ) _______

*If you checked No. 7, prove it!

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

SCORING: Total up the number of checked items in each column.

CINDERELLA TOTAL GREATER THAN TODAY'S WOMAN TOTAL: The Glass Slipper "fits" and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will have to work...9 out of 10 high school girls will work in the future. You need to start giving serious thoughts to job training available to you in high school and careers that open up to you after the training. You should realize that unless you start training now, you will not be a very employable person. Wake up!

CINDERELLA TOTAL EQUALS TODAY'S WOMAN TOTAL: You've given your future some thought but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you're married. How wrong you are! You most likely will work for about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S WOMAN TOTAL GREATER THAN CINDERELLA TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working and you have made a career decision and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only girl. You are realistic and really have your act together.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

CASE STUDIES: Was This Woman Prepared for Her Future?

#1 Anne

Jack and I were married soon after we graduated from high school. Because of our marriage plans, Jack took vocational training in high school so that he could get a good job when he graduated. He did, too. He went to work at the shipyard as a beginning welder earning nearly $7 an hour with a guaranteed raise in six months. Jack always said that it was the man's job to support the family, and he didn't want me to work. That was fine with me. I loved the cooking and sewing classes I took in high school. I also took the Home and Family Living course. It was really exciting planning for my own family and home.

Because of Jack's good job, we started our family early. We have three children, the youngest is two. We have a nice house and have been very happy. Then last spring Jack was laid off. We were panicked. Jack was doing so well, we never thought about his losing his job. Jack looked for work, but lots of plants on the ship channel were laying off workers, and he couldn't find a job. He did get Unemployment Insurance, but that wasn't very much. I offered to go find a job, but Jack got furious. He said it was his responsibility to care for his family. We had a lot of fights, but when we couldn't make our car payment, Jack finally gave in. I was really nervous about looking for my first job, but I was lucky. The Dairy Queen in our neighborhood needed someone. I only make $3.35 an hour, and I have to work at night. Jack looks for work during the day and keeps the kids while I work. He is really unhappy, but I can't find a better job and we can't afford to put the kids in a day care center. Jack's been out of work now for six months. We've used up all our savings, and I'm afraid we'll have to sell the house if he doesn't find a good job soon.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

CASE STUDIES: Was This Woman Prepared for Her Future?

#2 Mary

Hank and I met at a football game in our senior year. We were both in the vocational program--Hank was learning plumbing and I was in auto mechanics. A lot of my friends thought I was crazy for taking auto mechanics, but my mother had to raise me and my brothers after my father was killed in an accident. She worked as a waitress and always told me that I should learn a skill so I could get a good-paying job if I needed to work. Hank thought I was crazy, too, until his car stalled one day after school and I fixed it. We got married the summer after graduation, and both found good jobs. Hank found a job with a plumbing contractor, and I went to work at the auto repair shop in our neighborhood. I started at $4 an hour, and Hank started at $5. We decided to live on Hank's paycheck and put mine in a savings account for the future. Because it costs so much to live, we weren't able to save all my earnings, but after two years we had enough for a down payment on a house and some furniture. Once in our house, we decided to start our family. I quit my job and am now a full-time mother to Johnnie and Susie. I love the kids, but sometimes I miss working. When Susie starts nursery school, I'm planning to work part-time again. I know I won't have any trouble finding a job. The place I used to work is looking for mechanics now. They'll train me in any areas I've forgotten, or I can go to our community college at night to brush up. Hank really likes his job. He's making nearly $10 an hour now, but things are expensive and it will be nice to have my paycheck again. We used up most of our savings when the babies were born, and haven't been able to save much since. I'll feel a lot better when we have some savings in the bank again in case of an emergency.

Material developed by Predell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

CASE STUDIES: Was This Woman Prepared for Her Future?

#3 Judy

I always wanted to go to college, but my parents couldn't afford to send me. I took typing in high school and applied for a scholarship. I figured I could get a job on campus and with the scholarship be able to make it. I applied at the state university because I knew that would be less expensive than a private school. I couldn't get a scholarship, though. My grades were good, but there were a lot of people applying, and I didn't make it. I did qualify for a loan of $1,500 a year, just enough to pay for my tuition and books. I got a job in the student records office. I made $2.50 an hour, but I was only allowed to work 20 hours a week because I was a student. I finished my degree in English in four years. With my degree, I expected to get a good job. However, it seems that my typing speed was of more interest to my employers than my degree. I finally landed a pretty good job with an insurance company paying $600 a month. I always thought that was a lot of money, but I only bring home $450 after taxes. My rent is $150 and car $100. That just leaves me enough to cover food, clothes, gas, insurance, etc. I still have a $6,000 loan to pay back. What a waste! I spent four years and $6,000 for a college education, and there are high school graduates in the same job I have.

I wish I'd done what my friend Suzi did. While I was taking typing, she was learning radio and television repair. When she graduated, she went to work for the telephone company earning $5 an hour. She went to college at night, and the phone company paid part of her tuition. She's getting her degree in electronics and when she finishes, she'll really be able to get a good job. I never even thought about what I wanted to do like Suzi did.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

"WHAT IS MY FUTURE 'WORK-LIFE EXPECTANCY'?"

You can expect the following life pattern as you move from school through middle age to the later years of life:

Unless you go to college, the majority of you will go to work at age 17 or 18 after leaving school. Within three or four years, a large number of you will marry. Some of you will stop working in order to get a new home organized, but most of you will continue to work to make it possible for your husband to get through school or to permit purchase of such things as a car or a home. Then when your first baby arrives, most of you will give up your jobs and remain out of the work force until your youngest child is old enough to go to school. But many of you will continue to work with preschool children, usually because of economic need.

When your youngest child no longer needs constant care, most of you will choose to return to paid employment. This will probably happen when you are in your early 30s, after you have been out of the work force for about eight or ten years. Once back, the tendency will be for you to remain at work, perhaps not continuously, but certainly for most of your life until age 65.

For those of you who remain single, the length of your working life will be about the same as that of a man. Since most single women must support themselves, and often parents or other relatives as well, they must continue to hold a job.

Summary: Your "work-life expectancy" will be:

--If single, about 40 years
--If married with no children, about 30 years
--If married with children, about 15 to 25 years
(depending on the number of children)

Are you prepared for your "work-life" of 20 years or more?

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

$50,000 to Spend!

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

WINC Prioritizing Grid: Instructions

Step One: Compare Goal #1 to Goals #2 and #3, etc..., across the line adjacent to #1. As students compare one goal to another, they should circle the one they feel is more important.

①	1	1	1	①
②	3	④	⑤	6

After they have completed Goal #1 they should move down to Goal #2 and compare it to each of the subsequent goals, one at a time, as before, circling the most important of the two. Continue the process until all goals have been compared down the page.

Step Two: Beginning with Goal #1, count the number of times you have circled #1 and enter the results in the Totals column.

Then move to Goal #2 and count the number of times you have circled #2, first vertically and then horizontally. Enter the results in the Totals column. Continue counting and totaling vertically and horizontally until all goals are totaled.

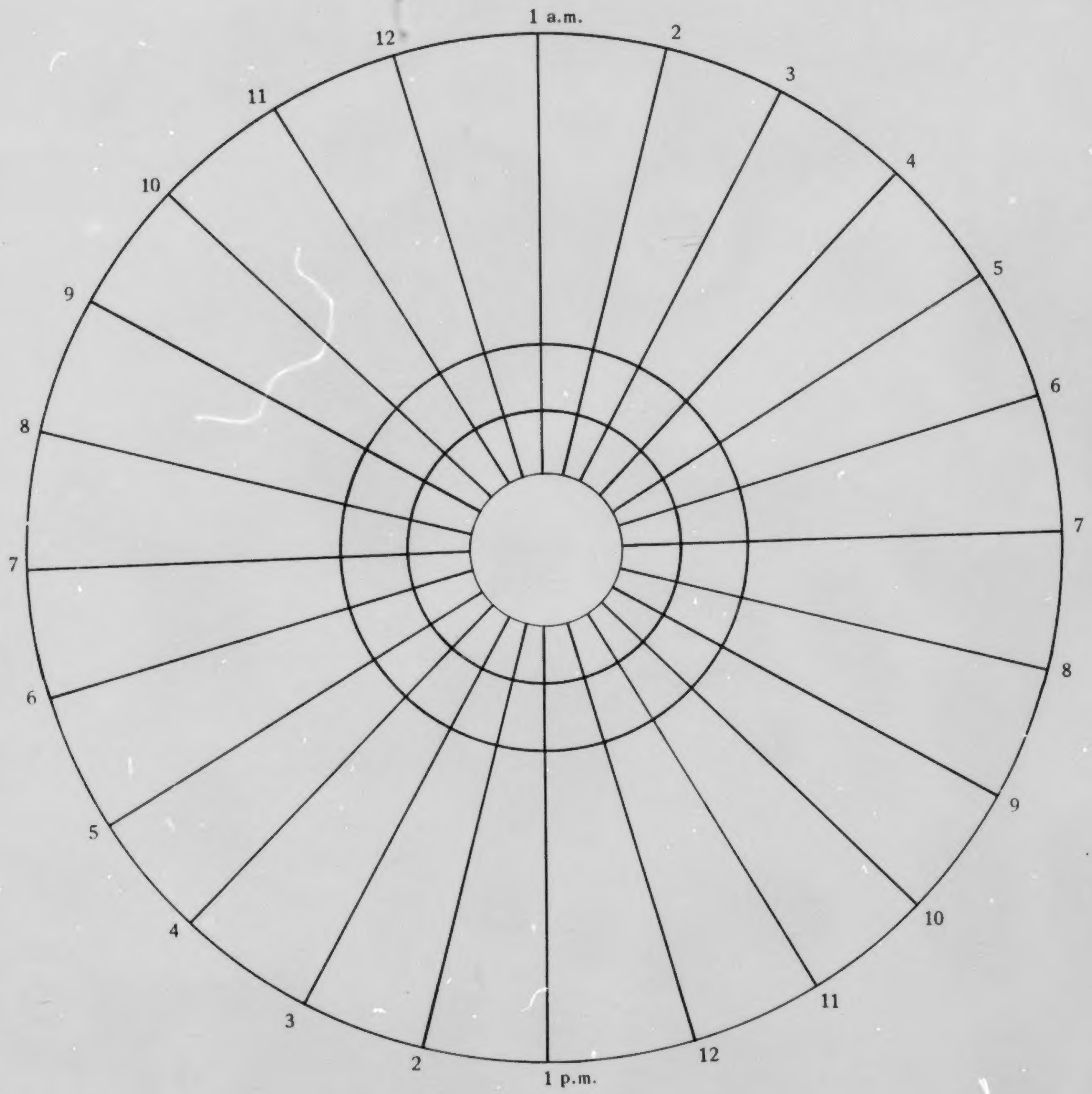
Step Three: Rank Order the goals in the far right column, designating the one with the most circles as priority #1 and next highest as priority #2 etc...

Based on John Crystal and Richard N. Bolles, Where Do I Go From Here With My Life?, Apendix E (Berkeley, California: Ten Speed Press).

PRIORITIZING GRID

		TOTALS	RANK ORDER
# 1	1 1 1 1 1 1 1 1 1 2 3 4 5 6 7 8 9 10		
# 2	2 2 2 2 2 2 2 2 3 4 5 6 7 8 9 10		
# 3	3 3 3 3 3 3 3 4 5 6 7 8 9 10		
# 4	4 4 4 4 4 4 5 6 7 8 9 10		
# 5	5 5 5 5 5 6 7 8 9 10		
# 6	6 6 6 6 7 8 9 10		
# 7	7 7 7 8 9 10		
# 8	8 8 9 10		
# 9	9 10		
# 10			

24 HOUR DECISION–MAKING GRID



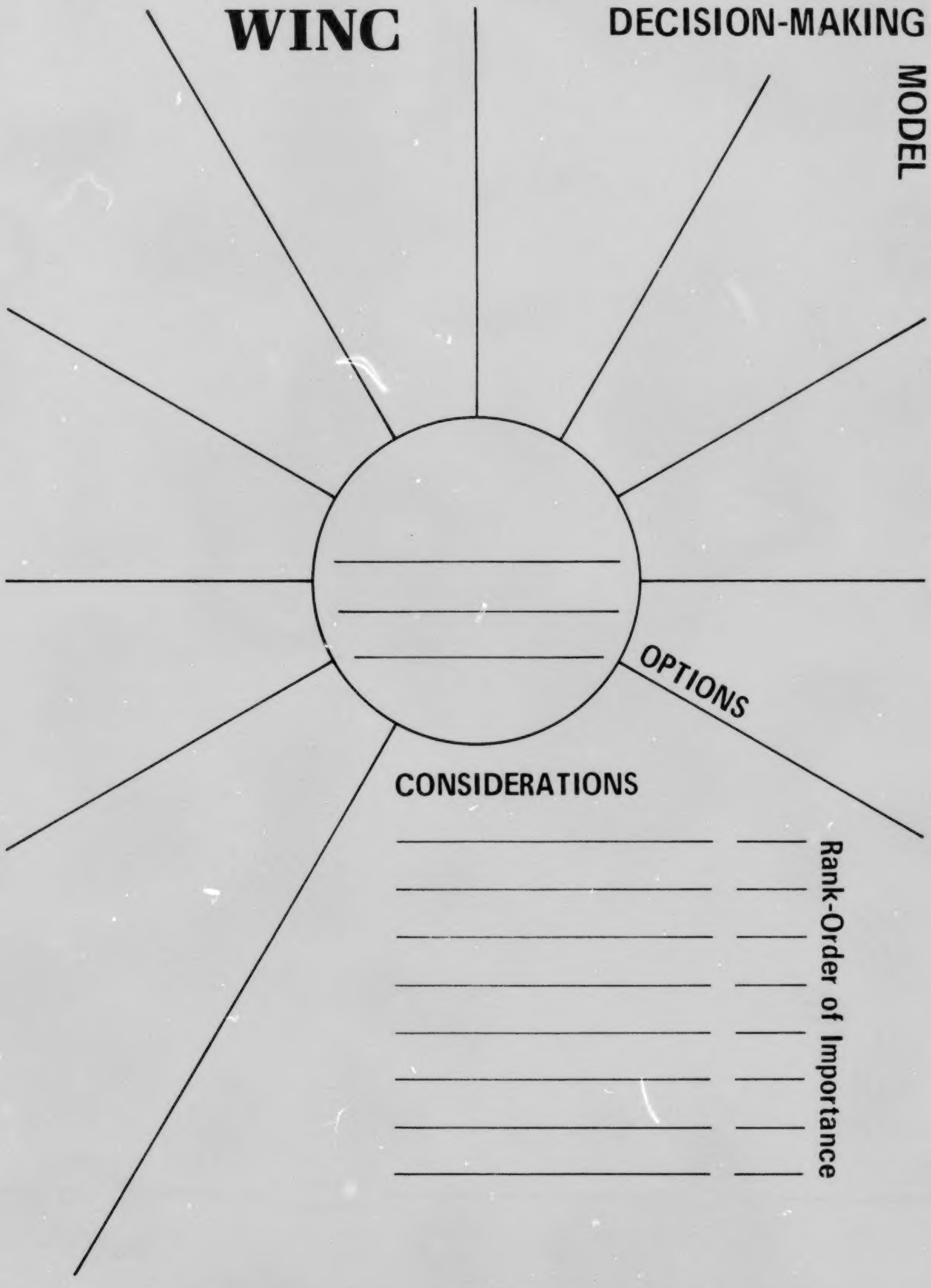
OUTSIDE RING
State activities
and decisions made

SECOND RING
(CONCERNS)
Red–Disliked
Blue–Okay
Green–Liked very much

THIRD RING
(WHOLE DECISION)
Yellow–Totally my own
Orange–Mine because someone
expected of me
White–someone else

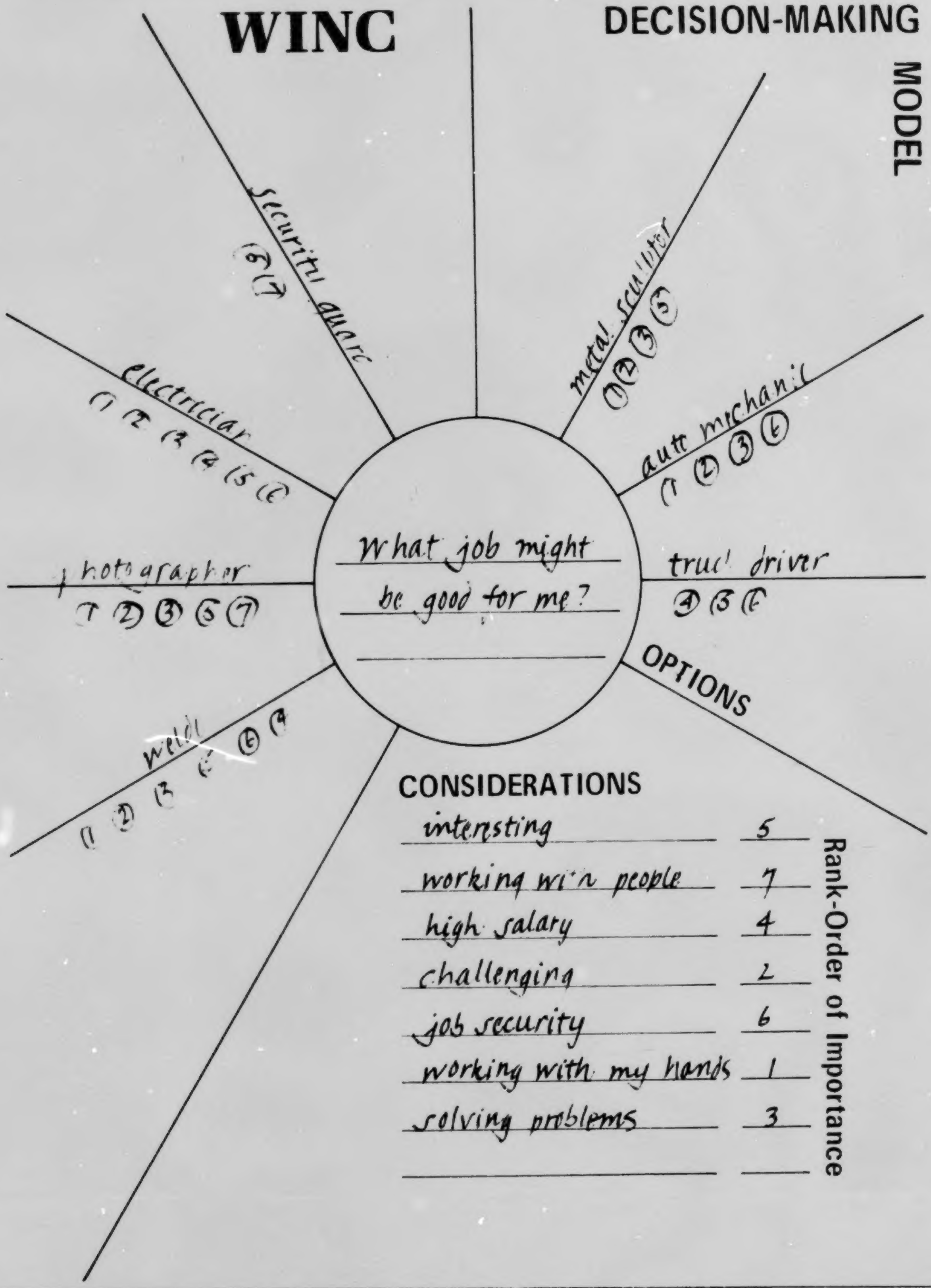
Activity from: "Individualized Learning Systems, Career Guidance Techniques for Classroom Teachers," Valuing (Salem: Oregon State Department of Education, 1976), p. 22.

WINC DECISION-MAKING MODEL



Idea from: Milton E. Burglass and Mary Grace Duffy, Thresholds Teacher's Manual (Cambridge, Massachusetts: Correctional Solutions Foundation, Inc., 1974).

WINC DECISION-MAKING MODEL



What job might be good for me?

OPTIONS

security guard ⑥ ⑦

metal sculptor ① ② ③ ⑤

auto mechanic ① ② ③ ⑥

truck driver ④ ⑤ ⑥

photographer ① ② ③ ⑤ ⑦

weld ① ② ③ [illegible] ⑥ ⑦

electrician ① ② ③ ④ ⑤ ⑥

CONSIDERATIONS

CONSIDERATIONS	Rank-Order of Importance
interesting	5
working with people	7
high salary	4
challenging	2
job security	6
working with my hands	1
solving problems	3

Idea from: Milton E. Burglass, and Mary Grace Duffy, Thresholds Teacher's Manual (Cambridge, Massachusetts: Correctional Solutions Foundation, Inc., 1974).

TIME RECORD AND ANALYSIS SHEET

Date: ______________________

Time	What I Did	1	2	3	Time	What I Did	1	2	3
7:00					2:30				
7:15					2:45				
7:30					3:00				
7:45					3:15				
8:00					3:30				
8:15					3:45				
8:30					4:00				
8:45					4:15				
9:00					4:30				
9:15					4:45				
9:30					5:00				
9:45					5:15				
10:00					5:30				
10:15					5:45				
10:30					6:00				
10:45					6:15				
11:00					6:30				
11:15					6:45				
11:30					7:00				
11:45					7:15				
12:00					7:30				
12:15					7:45				
12:30					8:00				
12:45					8:15				
1:00					8:30				
1:15					8:45				
1:30					9:00				
1:45					9:15				
2:00					9:30				
2:15					9:45				

* Enter on the appropriate line what you are doing every fifteen minutes during the day. (Yes, this will take time; but after you have made the analysis, it will save you many future productive hours.)

* At the end of the day, and with all the hindsight you can muster, check each activity in Column 1, 2, or 3, as follows:

  1---I was doing something that will help me accomplish my goals.
  2---I was doing something that was necessary for my well-being, but not goal-related.
  3---I was wasting my time.

From: Helen Reynolds and Mary E. Tramel, Executive Time Management (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979), p. 16.

DAILY ORGANIZER

Date: ____________________

TO PHONE:

Person	Regarding	P

When	Person and Place	Time

TO DO:

Task	P

TO FOLLOW UP:

Priority A--Urgent, top priority
Priority B--Important; do as soon as possible
Priority C--Could put off
Priority D--Can delegate

From: Helen Reynolds and Mary E. Tramel, Executive Time Management (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979), p. 14.

Tips for Managing Your Time

Dr. Arnold Heuchert and Pat Justice

1. Planning - "For every moment spent planning, you save three to four in execution."

   Investing time to save time is not the easiest concept to learn. Planning, in general, will save time for you as you progress in the accomplishment of a task. The time used in planning is more than offset by the avoidance of errors and frustration in the operational aspects of the task.

   Essentially the planning process involves: (1) analyzing the present situation (where am I now); (2) developing relevant assumptions (what conditions are likely to exist within the time span of the plan); (3) establishing objectives (what I want to achieve); (4) developing alternatives (what different ways might attain these objectives); (5) making and implementing the decision; and (6) establishing review and control procedures.

2. Set goals - List the accomplishments you want to achieve. These may be either short-range (in a day, week or a month) or long-range (in a month or six months).

3. Set Priorities - Label each task either A, B or C, depending on its importance and urgency. Do the high priority work first (the "A"s). Delegate low priority work or, if done by you, it should be done with a minimum of time and effort.

4. Set Deadlines - Learn to set deadlines. If a deadline has not been set for a certain task, then you should set it yourself. Most people work better when they know that something is to be finished at a given time. This little technique also helps to curb procrastination.

5. Discretionary Time - Discretionary time is the time you reserve for yourself to plan, do research, read or just think. Peter Drucker believes that this kind of time is probably the most productive time a manager can have.

6. Consolidate Trips - At the beginning of each day try to determine where you have to be that day and see if you can put trips together so that you can accomplish them all in one swing.

7. Avoid Small Driblets - Become conscious of time and don't let it slip away in small pieces.

8. Organizing Work Area

   A. Desk Orderliness - Keep only those things on your desk that are required for the immediate job. This avoids shuffling and mind wandering.

   B. Do One Job At A Time - Do only one job at a time. Work on it until it is finished or you arrive at a point where you can stop and start again without excessive start-up time.

   C. A Work Place - Try to find a place where you get work accomplished. This helps to establish a "mind set" for work and avoids delays in getting started.

9. Input - Output Information

   A. Little Black Book - Try carrying a little notebook with you as you move through the day. It is an excellent device for jotting down ideas that you want to remember.

   B. Start A File - Each of us runs across articles that we want to read and don't have time for that day. A photocopy of such articles will save them for us and allow us to pass the magazine on to another person. This also saves on note taking.

10. Learn to say no.

Management of Your Time

THERE IS ONE THING WHICH WE ALL RECEIVE DAILY IN EXACTLY THE SAME AMOUNT - TIME.IT IS A UNIQUE RESOURCE. IT CANNOT BE ACCUMULATED LIKE MONEY OR STOCKPILED LIKE RAW MATERIALS. IT CANNOT BE TURNED ON OR OFF LIKE A MACHINE. IT IS IRRETRIEVABLE. WE ARE ALL FORCED TO SPEND IT, WHETHER WE CHOOSE TO OR NOT, AT A FIXED RATE OF 60 SECONDS EVERY MINUTE. THUS, THE PROBLEM LIES WITHIN OURSELVES. IT IS NOT HOW MUCH WE HAVE BUT RATHER WHAT WE DO WITH THE TIME WE HAVE--HOW WELL WE UTILIZE OUR TIME.

WINC Health and Fitness Plan

Things I like about my health and my body: ________________________________

____

____

____

Things I would like to change about my health and my body: ________________________

____

____

____

Personal Goals	Action Plan
Physical Fitness	
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________
e. ____________	e. ____________
Balanced Diet	
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________
e. ____________	e. ____________
General Health	
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________
e. ____________	e. ____________

Periodic Medical Check-ups I Should Have:

	Frequency	Month of Next Appointment
a. Dental	____________	____________
b. Ob–Gyn and Pap Smear	____________	____________
c. Complete Physical	____________	____________
d. Breast Examination	____________	____________
e. Other	____________	____________

ADDITIONAL RESOURCES

Additional Resources

PRINT:

Albert and Emmons. Your Perfect Right: A Guide To Assertive Behavior. San Luis Obispo, California: Impact, 1970.

Crystal, John C. and Bolles, Richard N. Where Do I Go From Here With My Life?. Berkeley, California: Ten Speed Press, 1974.

Gates, Klaw, and Steinberg. Changing Learning, Changing Lives. Old Westbury, New York: The Feminist Press, 1979.

Harrigan, Betty Lou. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York: Warner Books, 1977.

Manis, Laura G. Womanpower. A manual for workshops in personal effectiveness. Cranston, Rhode Island: Carroll Press, 1977.

McCarthy, Ginny. Assertion Skills for Young Women. Tucson, Arizona: The National Female Advocacy Project of New Directions for Young Women, 1981.

Orbach, Susie. Fat is a Feminist Issue: The Anti-Diet Guide to Permanent Weight Loss. New York: Paddington Press, Ltd., 1978.

Reynolds, Helen and Framel, Mary E. Executive Time Management. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Scholz, Nelle Tumlin, Prince, Judith Sosebee and Miller, Gordon Porter. How to Decide: A Workbook for Women. New York: Avon, 1975.

The Boston Women's Health Book Collective. Our Bodies, Ourselves: A Book By and For Women. New York: Simon and Schuster, 1974.

NONPRINT:

Gentle Art of Saying No. Color, 3 parts, total of 40 minutes (Grades 9-12). Guidance Associates.

Part 1 - Establishes necessity for assertiveness training.
Part 2 - Deals with assertiveness with a member of the opposite sex, peer groups, and adult authority.
Part 3 - Elaborates techniques for assertiveness.

UNIT VII:
Job Hunting for Nontraditional Jobs

Unit VII: Job Hunting for Nontraditional Jobs

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Overview

Job hunting is never easy and most people, women and men alike, tend to view the process as ominous and generally discouraging. The job search tends to be especially formidable to young people, who have had very little experience in the world of work. Recognizing these difficulties has resulted in an abundance of new materials published over the past decade and many good strategies have been recommended by those with expertise in the area. In this unit we have adapted a series of activities which reflect some of the most successful of these strategies. Job hunting for nontraditional jobs presents young women with specific challenges and we have designed some special activities to address these issues.

We must recognize that no amount of experience can make job hunting easy, but learning and practicing some specific skills can at least prepare young people for making the process go more smoothly and successfully.

As you work with students on these activities help them to keep in mind that the basic keys to successful hunting for any job include:

- Knowing as much as possible about the process of job hunting
- Knowing your own skills and interests and how they match up with your job goals
- Having a well-developed "game plan" and sticking to it
- Getting as much previous practice as possible--especially with interviewing
- Remaining confident about yourself and your abilities

This unit is intended to last one week, but it does include several activities which will necessitate out-of-class involvement extending into subsequent weeks. Once again, we suggest that you feel free to make modifications in accordance with the time and resources available in your situation.

WINC ACTIVITIES

Activity:

How To Look for A Job

Objective: Students will be able to identify potential job search resources relevant to a selected career choice.

Procedure:

- Pose the following question: "Once you know what kind of a job/career you are interested in seeking--where or to whom can you go to find a job?" Elicit from the class a general list of potential resources for job seekers. This list should at least include specific resources under categories listed in the WINC Resource, "List of Potential Job Resources," as well as others which are locally pertinent.

- In generating this list, ask students to draw from information gathered on job explorations and in research for early activities.

- Discuss with the class the advantages and disadvantages of using the various resources identified. Note resources expecially useful to nontraditional job seekers. Results of this discussion could be noted on the chalkboard.

- Have each student complete the WINC "Job Resources Chart" for a career which they have selected. This should result in at least a dozen initial contacts a person could make if she were seeking the targeted job and career.

- If time permits, students could follow up by verifying the usefulness of resources they've identified: "If you were seeking a job as a carpenter, how useful would the newspaper be?"

Time Required: One class period and time outside class

Resources: WINC Activity Resources:

List of Potential Job Resources
Job Resources Chart

Local newspapers, phone books, employment service, women's resource centers, school career placement offices, etc.

Activity:

Filling Out Job Applications

Objective: Students will learn how to fill out job application forms successfully.

Procedure:

- In their exploration experiences, have students collect samples of job application forms from the various industries and businesses visited.
- Post all of the sample application forms and ask students to study them, noting which parts would be easy for them to fill out and which parts would be difficult. Discuss the process of filling out applications and point out suggestions made in the Guide to Completing Applications for Employment.
- Distribute single copies of one typical form to all students and have them fill the forms out as if they were really in a personnel office applying for a job.
- Team students in twos and have them critique each other's job applications.
- Repeat the process of filling out applications several times within the next two weeks until students get fairly adept at completing them without error.

Time Required: One class period

Resources: WINC Activity Resource:

Guide to Completing Applications for Employment

Sample application forms from local employers

Activity:

Establishing Credibility for Nontraditional Jobs

Objective: Students will assess their own background for strengths related to nontraditional jobs and determine areas where more experience would be needed.

Procedure:

- Have students identify a nontraditional career of their choice (mainly for purposes of this activity).
- Using the WINC Nontraditional Job Credibility Chart, have students complete the self-assessment process and forecast their experience needs.
- Students can share their findings in a followup discussion.

Time Required: One class period

Resources: WINC Activity Resource:

WINC Nontraditional Job Credibility Chart

State Guide to Apprenticeship Training Standards (available from your State Bureau of Labor)

Activity:

Preparing for the Job Interview

Objective: Students will have experience with "mock" job interviews both as interviewer and as interviewee.

Procedure:

- o Discuss with class the significance of the job interview and generate a list of things that are important for a successful interview. Make special note of considerations relevant to applying for nontraditional jobs.
- o Divide class into small groups of four or five (interviewer, interviewee, two or three listeners). Rotate roles. Each group member shall identify a career of her choice on a 3x5 card and then members will exchange cards, assuming responsibilty for serving as interviewer for the person whose card they receive.
- o If time permits, allow students to prepare for the interview they will conduct by briefly researching the targeted job in the DOT or another resource and reviewing resources cited below.
- o Instruct the group to allow 15 to 20 minutes for each interview and five to ten minutes for individual critiques by the entire group.
- o For individual followup students can write in their journals about the "mock" interview experience and make note of points they need to improve on for future real interviews.

Time Required: Two to three class periods

Resources: WINC Activity Resources:

Questions Frequently Asked During Job Interviews
Interview Checklist
"What You Should Say About Yourself In a Job Interview"
"Negative Factors Evaluated During the Employment Interview"

Dictionary of Occupational Titles (DOT)

Activity:

As Personnel Officers See It

Objective: Students will find out what personnel representatives look for when interviewing applicants. Students will also learn how to fill out job applications successfully.

Procedure:

- Invite personnel representatives from local businesses or industries to visit your class to discuss what they look for when they interview applicants for jobs. Ask them to bring samples of their job application forms for each student to fill out and to talk specifically about that process.

  If time permits, the personnel officers may be able to critique some applications filled out by your students.

- Another meaningful experience is to take small group field trips to personnel offices of local companies, especially those interested in recruiting women into nontraditional jobs (phone companies, utilities, large manufacturing plants, etc.).

Time Required: One class period

Resources: Local companies with personnel officers

Activity:

As Joint Apprenticeship Training Councils (JATCs) See It

Objective: Students will find out what JATC's look for when screening applicants for apprenticeship openings.

Procedure:

- Invite representatives of one or two Joint Apprenticeship Training Councils (especially those with some commitment to hiring women) to visit your class and discuss the apprenticeship review process and what panelists look for when they interview potential candidates. Ask them to specifically address the issue of women candidates and what factors can contribute to their acceptance in apprenticeship positions.

  NOTE: This information can also be contributed by staff of a local organization involved in recruitment and placement of women in the trades.

Time Required: One class period

Resources: Local JATC's or women in nontraditional career placement programs.

Activity:

Community Research and Networking

Objective:

Students will learn techniques for researching job availability within a community and simultaneously establishing a network of contacts to support their job hunting effort.

Procedure:

- Students will do general research on a particular field or industry they have chosen, taking notes so that they will have a good collection of background data. Then they should develop a pertinent list of questions they could ask a contact person in a business about that particular company's role in the community, their uniquenesses, problems, competition, etc.

- Students will prioritize their list of job resources according to those most likely to be of interest to them. The top three resources should be reserved for later research when students are experienced with the process. The next three should be contacted by telephone to determine the name of their president, director or manager.

- Students make at least two appointments with people on their secondary list and conduct interviews with those people, again taking notes. Interviews should be conducted within the context of doing community research about this particular industry "because of its career interest to the interviewer." At the close of an interview the student should ask the contact person to recommend one or two other business people she could talk to about the same questions. (This is NETWORKING, i.e., developing and maintaining a group of contact people who can be helpful resources.) This procedure will pave the way for later contacts when the student is actually seeking a job.

  NOTE: All interviews should be followed up with thank-you notes.

Time Required:

One or two class periods for preparation.
Actual research can be spread out over several weeks.

Resources:

WINC Activity Resource:

Potential Job Resources Chart

Activity:

Writing Resumes

Objective: Students will learn a process for organizing their job goals, interests, skills, and experience into an effective format for presentation to employers.

Procedure:

- o Using information previously generated, have students identify their immediate job goals (real or hypothetical) and then list all goal related personal data they can think of under the following headings:

  EDUCATION   EXPERIENCE   SKILLS & ABILITIES

- o Have them also develop a list of OTHER EXPERIENCE they have which is not directly goal related, but might be of interest to an employer.

- o To organize their resumes, next ask students to analyze their personal data to determine which category of items indicates their greatest strengths relative to their identified job goals.

- o Have students select a resume format from those included in the WINC Activity Resources section of this unit. They should choose the one that will best highlight strengths and skills they have which would contribute to a job. If appropriate, students can modify a chosen format to do a better job of presenting their strengths.

  NOTE: Teachers should stress the need for resumes to be flexible and targeted toward a particular job or kind of job. Students need to understand that knowing the process is of more long-term importance than having developed a first product.

- o Have students develop a resume; when it is completed to their satisfaction they can work in teams to critique one anothers' as if they were prospective employers.

- o The instructor should review all resumes and students' comments, adding suggestions before returning it for rewrite. Final results can be reviewed by local employers.

NOTE: If possible, final copies should be typed without error.

Time Required: One to two class periods and outside assignment

Resources: WINC Activity Resources:

Sample Resumes
List of Words That Describe Skills

WINC
ACTIVITY RESOURCES

WINC LIST OF POTENTIAL JOB RESOURCES

Employers

Friends

Relatives

Newspaper Ads

State Employment Service

School Career/Placement Office

Job Placement Agencies

Women's Nontraditional Job Placement Organizations

Other Community-Based Organizations

Telephone Directory

Teachers

Trade Journals

Union Hiring Halls

Local Library

Chamber of Commerce

Women's Resource Centers

WINC POTENTIAL JOB RESOURCES CHART

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Source of Information	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Contact Person	Title
Potential Job(s)	Source of Information	

Company Name	Address	Phone
Type of Business	Source of Information	Title
Potential Job(s)	Source of Information	

GUIDE TO COMPLETING APPLICATIONS FOR EMPLOYMENT

1. **Be Prepared and Avoid Sloppiness:**

Before you go to an employer site have a prepared list of all information you think you will have to provide, including phone numbers and addresses of former employees and references. If possible, ask to return the application by mail and type in requested information. If this is not possible, it is customary to use a pen. Blue or black ink is in good taste. Have a fine enough point to be able to squeeze long entries into small spaces.

2. **The Most Important Thing is to Follow Directions:**

Read the application very carefully. Before writing anything, be sure to read through the entire form. Take special care to watch for guides:

"last name first"

"last employer first"

"print"

"for office use only"

"do not write below this line"

3. **Typical information required on application blanks**

Personal: Your name in full. Place of birth.

Education: Names of schools attended. Locations of schools attended. Course of study. Grade point average. Awards and extracurricular activities. Attendance.

References: Name in full, address, telephone number, occupation, length of acquaintance. (Remember to ask for permission to use someone's name as a reference.)

Employment: Complete record of work history. Company or personal names, addresses, telephone numbers, dates, work done, wages, reason for leaving.

Note: It is illegal for prospective employers to ask personal questions that are irrelevant to the job. These include questions about sex, race, age, marital status, religion, number of children, national origin, physical handicaps.

Many employers do request such information, however. It is legal to ask the applicant if she/he has any handicaps that would prohibit that person from performing the job. It is also legal to ask the applicant if she/he is over 18 and under 70 years of age.

WINC Nontraditional Job Credibility Chart

Targeted Nontraditional Job ____________________________________

KNOWLEDGE AND EXPERIENCE WITH TOOLS AND MACHINERY

Skills Needed:	I have these skills		I'd like to have these skills		Where I could learn them
1. ____________	YES	NO	YES	NO	________________
2. ____________	YES	NO	YES	NO	________________
3. ____________	YES	NO	YES	NO	________________
4. ____________	YES	NO	YES	NO	________________

KNOWLEDGE OF SPECIFIC TRADE OR INDUSTRY

Knowledge Needed:	I have this knowledge		I'd like to have this knowledge		Where I could learn this
1. ____________	YES	NO	YES	NO	________________
2. ____________	YES	NO	YES	NO	________________
3. ____________	YES	NO	YES	NO	________________
4. ____________	YES	NO	YES	NO	________________

PHYSICAL STRENGTHS AND ABILITIES

Skills Needed:	I have them		I'd like to learn them		Where I could learn them
1. ____________	YES	NO	YES	NO	________________
2. ____________	YES	NO	YES	NO	________________
3. ____________	YES	NO	YES	NO	________________
4. ____________	YES	NO	YES	NO	________________

RELATED ON-THE-JOB EXPERIENCES:

Useful Related Experience:	I have it		I'd like to have it		Where I could get it
1.____________	YES	NO	YES	NO	________________
2.____________	YES	NO	YES	NO	________________
3.____________	YES	NO	YES	NO	________________
4.____________	YES	NO	YES	NO	________________

KNOWLEDGE OF RELATED SAFETY ISSUES

Knowledge Needed:	I know about it		I'd like to learn about it		Where I could learn about it
Safety Hazards:					
1.____________	YES	NO	YES	NO	________________
2.____________	YES	NO	YES	NO	________________
Health Hazards:					
3.____________	YES	NO	YES	NO	________________
4.____________	YES	NO	YES	NO	________________

POTENTIAL PROBLEMS RELATED TO SEX DISCRIMINATION

Potential Problem:	I know what to do		I'd like to learn what to do		Where I could learn about it
1.____________	YES	NO	YES	NO	________________
2.____________	YES	NO	YES	NO	________________
3.____________	YES	NO	YES	NO	________________
4.____________	YES	NO	YES	NO	________________

Questions Frequently Asked During Job Interviews

1. Why did you decide to seek a position with this business?
2. What do you know about our company?
3. What are your ideas on salary? What do you expect to be earning in five years?
4. What qualifications do you have that make you feel you will be successful?
5. What school courses did you like best? Least? Why?
6. In what kind of work environment are you most comfortable?
7. Are you willing to travel?
8. Why do you think you would like this particular type of job?
9. What jobs have you enjoyed the most? The least? Why?
10. Do you like regular hours?
11. What do you consider to be your greatest strengths and weaknesses?
12. How do you spend your spare time? What are your hobbies?
13. In what school activities have you participated?
14. What are your long-range and short-range goals and objectives?
15. What are the most important rewards you expect in your career?
16. How would you describe yourself?
17. Why should I hire you?
18. In what ways do you think you can make a contribution to our business?
19. Do you think that your grades are a good indication of your academic achievements?

WINC INTERVIEW CHECKLIST

"Yes" is the correct answer to all these questions!

1. Did I arrive early in order to fill out the application?
2. Did I wait to be invited to sit?
3. Did I sit up straight and look alert?
4. Did I come alone to the interview?
5. Did I fill out the application forms completely, accurately, and neatly?
6. Did I speak completely with distinct sentences?
7. Did I not criticize former employers or others?
8. Was I well-groomed and dressed appropriately?
9. Did I look the interviewer in the eye?
10. Do I understand the exact duties of the job, the hours of work, and the salary to be paid?
11. Did I thank the receptionist for her/his courtesy?
12. Did I refrain from smoking or chewing gum?
13. Was I pleasant and courteous?
14. Was I able to answer each of the interviewer's questions?
15. Did I write a followup letter to thank the interviewer for the interview?

WHAT YOU SHOULD SAY ABOUT YOURSELF IN A JOB INTERVIEW

by Sheila Sobell Moramarco

There are key questions job interviewers everywhere will use to learn more about you. Here are seven of the toughest. Answer them correctly and the job is yours

If you've always believed that getting a good job depends on whom you know or how much you know, this story may change your mind. It begins with Mary Duncan, of San Diego, California. A few years ago she was just another college graduate looking for a job. She needed money, so she took the first position that came her way—working with children in an after-school recreation program. After 18 months she realized that her undergraduate major—political science—had been a mistake. She belonged in the field of recreation.

But moving up the career ladder was going to be a problem. To get a better job she would have to compete with more-experienced and better-qualified candidates who had degrees in physical education or recreation. When news of a supervisory job at a soon-to-open recreation center in El Cerrito, California, reached her ears, Duncan decided to apply for it. But first she did some research.

Visiting the construction site where the center was to be located, Duncan persuaded the foreman to sketch the new building's floor plan for her. Working from his sketch, she drew the plans to scale, studied dimensions and decided what kinds of activities would be suitable for each room.

During the job interview the inevitable question came up: "How would you make this new center a success?" Duncan took out her drawing and explained her plans.

"Although I was the youngest and most inexperienced applicant, I was the best prepared," says Duncan, now chairperson of the recreation department at San Diego State University and author of *The Underground Guide to Job Interviewing*. "That answer got me the job."

Can an interview really do that? That's just what the Bureau of National Affairs, Inc. (BNA), a Washington-based private research firm that serves both government and big business, decided to find out. They asked 196 personnel executives to evaluate the importance of the job interview. (All the executives were involved in filling nonmanagement positions.) BNA learned that the interview is the single most important factor in landing a job. In fact, most applicants are rejected because they don't promote themselves well during the interview. The worst offenders are women. According to an American Management Association study, *Developing Women Managers*, lack of confidence is one of eight major deficiencies of women that keep them from management jobs.

Whether you are looking for that first job or returning to work after an absence of several years, getting the position you want will depend on how articulate, self-assured and positive you appear. That will involve a realistic appraisal of what happens during a job interview. What will an employer want to know? What kinds of answers will place your abilities in the best possible light? *The Endicott Report*, an annual study of employment trends affecting recent college graduates, can help you know what to expect.

One function of that report, which is published by the Placement Center at Northwestern University, in Evanston, Illinois, is to poll approximately 200 national corporations from time to time, asking what questions are put to job applicants. The result is a list of roughly 70 questions. Surprisingly, the same questions are asked of applicants who are just entering the job market and those seeking management positions.

And what are those questions? Though the wording differs from company to company, the questions seem to focus on four basic areas—your personality, leisure activities, personal interests and educational and employment histories. If you are already employed and advancing in your career, your plans and financial goals also are likely to be explored.

Although personal information about age, living arrangements and marital status are not in theory within the legal scope of the interview, experts such as Betty Lehan Harragan, New York management consultant and author of *Games Mother Never Taught You*, warn that

(Continued)

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JOB INTERVIEW

women had better be prepared with some answers.

I read *The Endicott Report* and spoke with executives of BNA, with management consultants, authors, employers, employment-agency representatives and recent job applicants. Here are some questions that could make the difference in getting the job you want. These are especially important because each masks another—a hidden question. If you realize what the employer *really* wants to know, your chances of getting on the payroll are much greater.

"How would you describe yourself?" (*Translation:* "Are you flexible and able to co-operate with coworkers?")

"Because more people are fired for their difficulty in getting along with others on the job than for lack of skills, this is likely to be of top concern to the employer," notes Victor Lindquist, director of a job-finding service for graduates of Northwestern University.

Questions such as "How would you describe yourself?" are purposely leading and vague, and a novice may give more information than she should. "Guard against this type of question carefully," Betty Harragan warns. "Don't give a biography of your entire personal life. Talk only about the previous jobs you've held that are relevant to the new opening."

Concentrate on the description of the job being offered. Imagine, for instance, that it involves a great deal of public speaking and last-minute deadlines. Which of your experiences or attributes would make you the best person to perform those duties? Were you on the debating team in college? Are you so self-possessed and well organized that you can easily accommodate last-minute changes and deadlines? Making the right impression is a matter of deciding which of your good points to emphasize.

"Tell me about your hobbies." (*Translation:* "How much of your personal time will be used to benefit the company?")

Suppose you're applying for a position that entails writing or designing public-relations material. When an employer asks about your hobbies, don't let the chance to describe your amateur photographic skills slide by. Even though you aren't a professional, it may be that the company would consider it a good investment to finance some extra photography classes for you. Should you become good enough, you may combine both photography and writing on your job and earn a raise.

Sometimes what you do in your spare time can alter your image and give you an edge over other job candidates. For example, Mary Duncan, a petite four feet eleven inches, had an advantage in getting her position as recreation director in a high-crime area because of her hobby—judo.

Your volunteer work and membership in community organizations can be an unexpected bonanza. No business executive is blind to the value of good contacts made by a member of the firm, and of the good publicity that can result from them.

Employers want to hire well-adjusted, sociable people who can get along comfortably with others. Neither the workaholic nor the TV addict is attractive. In fact, it may surprise you, but the workaholic often does not land the job.

Among other duties, Cathy Nichols-Manning, of McKinsey and Company, in Los Angeles, recruits personnel from the Harvard Graduate School of Business Administration. She says: "We are always looking for people who are willing to work hard, and yet we are apt to steer clear of the workaholic. We want to know that when an employee is under great pressure, she knows how to unwind and how to keep her perspective."

"Which of your jobs did you like best?" (*Translation:* "Is this the right kind of work and the right environment for you?")

An interviewer hopes to get a lot of mileage out of this question. For example, he will want to know whether the work itself and the environment he is offering are to your taste.

Perhaps a certain ambiance—say a brand-new building with classy furniture and many executive and client contacts are important to you. To indicate that will take you out of the running if he's offering a job with a small firm in unimpressive surroundings. As obvious as this may seem, many applicants don't realize an employer is looking for relevant, favorable comparisons that suggest potential satisfaction with the new job.

Such know-how helped Janice Smithey Howard, a young interior designer just out of college, to land a job with one of the best corporations in her field. When she was interviewed by Jain Malkin, an award-winning interior designer specializing in health-care facilities, Howard was able to relate her college background to the firm's specialty. "I explained that I had combined courses in interior design, public health and architecture with six months of field experience, working on a renovation of the Managua Psychiatric Hospital in Nicaragua. And the fact that I had read most of Malkin's articles on health-care design didn't hurt either."

Discussing job preferences can be tricky when the interviewer is using the question as an opportunity to find out why you left your last job. Always answer honestly, but don't give information that could be misinterpreted. In addition, "never say you had a personality conflict," Betty Harragan advises.

Instead, look at the other factors that influenced your decision to look for another job. Was the company very slow in giving promotions? If this was the case, try putting it in a positive light. You might explain that it would have taken forever to move ahead because there were so many other excellent people in your department.

Remember to make your points in a positive but diplomatic manner. Your

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answers will help the interviewer understand what motivates you—is it salary, fringe benefits, seasonal work that allows time off that you want? A chance to do something creative?

"What are your future plans?" (*Translation:* "How long do you expect to be with our company?")

This question is directed to the woman on her way up or to the new trainee in a management program. "Because of the Federal Government's emphasis on fair employment practices involving the hiring of women and minorities, companies have to justify it when they haven't moved people upward," says Roz Hopkins-James, of San Francisco's Crocker Bank. "For this reason many companies aren't interested in the person who has very narrow career expectations. When you think about it, you can see why. Once that person—for example, a bank teller—reaches the top of the salary scale for her position, there is nothing more the boss can offer if she isn't interested in learning new skills and taking on additional responsibilities. When she has nothing other than a cost-of-living increase to anticipate," says Hopkins-James, "she could become a problem employee."

So what kind of future plans should you outline? There's nothing wrong with setting goals, including financial goals, but opinions are split about whether it's wise to sketch out too rigid and comprehensive a plan for moving ahead. "Who can predict where she'll be five years from today?" says Harragan. "If you sketch a too-fixed and too-detailed strategy, you could sound pretty inflexible. Instead," says Harragan, "try asking the interviewer about the employees who held the job previously. Where are they today?" Perhaps you'll discover some new options. Or you may realize that this is a dead-end position you don't really want.

"Describe one of your weaknesses." (*Translation:* "Can you accept constructive criticism?")

It's helpful to know that generally employers are more concerned with how well you assess your work habits than with a particular shortcoming, unless it has a direct bearing on the job that is being offered. If you can be objective about your shortcomings, you probably can deal with constructive criticism. Try to counter the description of a personal problem with the solution you have arrived at. Suppose you used to have trouble getting off the phone when you were busy. What techniques did you develop to get yourself off the hook?

Whatever answer you give, it is important to demonstrate that you are capable of a realistic appraisal of your failings and that you have a sincere desire to overcome them.

"Can you travel or work overtime?" (*Translation:* "Will your family responsibilities interfere with the job?")

Field this question by pointing to your job performance or, if you haven't a job, to your volunteer work. Have you worked overtime or traveled in connection with your present job or previous positions? What about the odd evenings or weekends spent on a community zoning project, counseling at a crisis center or planning a fund-raising event?

If you do have family responsibilities, you might point out that you can make emergency arrangements when necessary. "This type of response lets the employer know you are flexible, but sets some limits on your availability," says Harry E. Williams, management consultant and former instructor of business and industrial management at Santa Monica College in California.

"How old are you?" (*Translation:* Are you reliable?")

This is a tough one for the young high-school or college graduate. Speak to the real issue—your reliability. "Tell the employer that while you may be young, you've worked your way through school, or you've lived on your own, or you have done some traveling by yourself," counsels Kathy Aaronson, of Careers for Women, a firm that has branches in Los Angeles and New York. "Use whatever experiences you've had that indicate reliability and independence."

To reiterate the best advice, which comes from Aaronson: "The biggest problem for women is that they're too humble. If you don't have all the requirements for the job you want, be ready with three good reasons why the boss should at least try you on the job. When he asks, 'If I offer you this position, do you think you can do the work?' say, 'Yes, I'm sure I can.' " Raise your head and be confident! THE END

Sheila Sobell Moramarco is a free-lance writer who contributes regularly to national magazines. She lives in San Diego, California.

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Negative Factors Evaluated During the Employment Interview Which Frequently Lead to Rejection of the Applicant

1. Poor personal appearance
2. Overbearing--overaggressive--conceited--superiority complex--know-it-all
3. Inability to express himself/herself clearly--voice, diction, grammar
4. Lack of planning for career
5. Lack of interest and enthusiasm--passive, indifferent
6. Lack of confidence and poise--nervousness--ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money--only interested in best offer
9. Poor scholastic record
10. Unwilling to start at the bottom
11. Makes excuses--evasive
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look interviewer in the eyes
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations
23. Unhappy married life
24. Friction with parents
25. Sloppy application
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him/her

From: Frank S. Endicott, The Endicott Report (Evanston, Illinois: The Placement Center, Northwestern University).

SAMPLE RESUME

Ms. Georgia Cook
7742 S.E. Evergreen Street
Portland, Oregon 99999
Telephone: (503) 666-2222

CAREER GOAL: To work in the word processing industry in a job which will use my training and skills in sales and marketing

EDUCATION:

1981 Associate Degree - Business Administration
Portland Community College

Related Courses: Marketing, Salesmanship, Accounting and Automation, Computer Operations, Introduction to Programming, The Computer in Business

1978 GED - Portland Job Corps Center

Related Courses: Typing, Business Accounting, Office Practice, Math, English, Women In Nontraditional Careers

RELATED EXPERIENCE:

1978-1980 Secretary, Jay Smith Office Supplies

Responsibilities: General correspondence, filing, maintaining inventory and composing documents on word processor.

SKILLS AND ABILITIES: Good with numbers and detail, enjoy working with computers, excellent interpersonal skills, enjoy working in sales, good sales skills.

OTHER EXPERIENCE: Served as assistant in church pre-school, cared for younger brother and sister, enjoy reading and sewing.

SAMPLE RESUME

Ms. Camile Smith
5678 S.E. Portland Blvd.
Portland, Oregon 99999
Telephone: (503) 222-6666

JOB GOAL: To gain enough experience in woodworking to qualify for entering a carpentry apprenticeship

SKILLS AND ABILITIES: Fast learner, energetic, good with numbers, able to measure accurately and figure out how things fit together, able to use hand tools, skill saw, table saw and drill press.

EDUCATION:

1979 - 1981 Attended Portland Community College

Related Courses: Geometry, Drafting, Introduction to Construction, Building Construction Work Experience, Business Communication Skills, Women In Nontraditional Careers

Spring 1976 Graduated--Rip City High School

Related Courses: Math, Algebra, Geometry, Woodshop

RELATED EXPERIENCE:

Assisted in construction of residential deck, designed and constructed workbench and shelving in own home, repaired and refinished dining room table and chairs, completed small woodworking projects.

OTHER EXPERIENCE:

1979 - 1981 Shipping clerk - Import-Export, Ltd.

Responsibilities: Processed orders, packaged and prepared items for shipping, maintained supplies inventory.

1977 - 1979 Waiter, Intercontinental Restaurant

SAMPLE RESUME

Ms. Sondra Jones
1234 N.E. Oregon Creek Road
Portland, Oregon 99999
Telephone: (503) 243-1234

JOB GOAL: To work in the communications field in a job using technical and interpersonal skills

RELATED EXPERIENCE:

1978 - 1979 Staff member of Rip City High School newspaper

Responsibilities: Wrote and edited copy, sold advertising space, did layout work and some photography.

Summer 1978 Proofreader for Community Press

1977 - 1979 Announcer and scorekeeper at sporting events, Rip City High School

Spring 1978 Co-planner and organizer for Career Fair (A two day event for juniors and seniors at Rip City High School.)

EDUCATION:

Spring 1979 Graduated - Rip City High School top third of class

Related Courses: Radio Broadcasting, Science, Algebra, Computer Science, English and Drama, Women In Nontraditional Careers

OTHER EXPERIENCE:

1978 - 1979 Counterperson, Winchell's Donut Shop

Responsibilities: Interacted with customers, ran cash register, did inventory, and ordered supplies.

1977 - 1979 Member of track team Rip City High School (held school record in half-mile)

Member of Council for Student Equality Rip City High School

SKILLS AND ABILITIES: Fast learner, energetic, able to complete tasks successfully and on time, good with numbers and able to speak to groups

WORDS THAT DESCRIBE SKILLS

The following list of words can be used as prompts to help students specify the kinds of skills they have on their resumes.

READING

Identify
Interpret
Skim
Understand

COMMUNICATIONS

Compose
Copy
Describe
Direct
Discuss
Edit
Enunciate
Use Flexible Vocabulary
Inform
Instruct
Interact
Interview
Listen
Paraphrase
Persuade
Record
Sell
Summarize
Transcribe
Write

MATH

Add
Balance
Calculate
Calibrate
Count
Decimals
Degree of Angle
Degrees of Heat
Divide
Estimate
Formulate
Measure
Multiply
Subtract
Use Money

SPECIFIC JOB SKILLS

Administer
Adjust
Advise
Alphabetize
Analyze
Appraise
Arrange
Assemble
Bore
Build
Chart
Classify
Clean
Compare
Compile
Comprehend
Control
Coordinate
Design
Detect
Develop
Diagnose
Discriminate
Draw
Drill
Empathize
Examine
Excavate
Experiment
Fabricate
File
Finish
Generalize
Install
Investigate
Layout
Locate
Lubricate
Manipulate
Maintain
Mark
Memorize
Mix
Nail
Negotiate
Observe
Order
Perceive
Post
Prepare
Process
Realize
Reason
Relate
Repair
Replace
Resolve
Score
Serve
Service
Solder
Solve
Sort
Spray
Sythesize
Test
Translate
Type
Use Statistics
Weld

ADDITIONAL RESOURCES

Additional Resources

PRINT:

Bolles, Richard N. The Three Boxes of Life. Berkeley, California: Ten Speed Press, 1977.

Bolles, Richard N. What Color is Your Parachute?. Berkeley, California: Ten Speed Press, 1976.

Bolles, Richard N. and Zenoff, Victoria B. Quick Job Hunting Map. Berkeley, California: National Career Development Project, 1977.

Haldane and Martin. Job Power Now; The Young People's Job Finding Guide. Washington, D.C.: Acropolis Books Ltd., 1975.

Jawin, Ann J. A Woman's Guide To Career Preparation: Scholarships, Grants and Loans. New York: Doubleday, 1979.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. New York: Bantam Books, 1978.

Scholz, Tumlin, Prince, Miller. How To Decide: A Workbook for Women. New York: Avon Books, 1975.

What to Do with the Rest of Your Life. New York: Catalyst, Simon and Schuster, 1980.

NONPRINT:

Freedom Training, 16mm color 20 minutes (Grades 7-12). Indiana Career Resource Center.

On-the-spot interviews of students in nontraditional vocational training.

It's Her Future, 16mm color, 18 minutes. National Audio Visual Center.

Expresses the need for young women to take their career planning seriously. Focuses on girls enrolling in traditionally male vocational education courses. (Aimed for parents but is appropriate for high school students.)

UNIT VIII:
Nontraditional Life / Job Survival Skills

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Overview

As we have already seen, the sex role stereotyping in this country tends to result in girls and women learning one set of life survival skills (cooking, housekeeping, sewing, parenting) while boys and men learn another (technology, construction, mechanics, athletics).

Today, as young women begin to think about nontraditional employment and consider the potential for needing to live independently, they will also find a need to master a number of skills which their traditional upbringing has not equipped them to perform.

Nontraditional life/job survival skills will be useful for women, regardless of their career/life plans; even women who live traditional life styles find occasions when their partner is not available to change the tire, repair the leaky faucet, etc. The list of important skills which fall into this nontraditional category is almost endless and ranges from large issues like learning to manage money effectively to minute tasks like driving nails into sheet rock. We have selected examples of skills which are important for women who are learning to do things independently rather than relying on men.

Our approach to skill acquisition is experiential and is borrowed from NWREL's Experience-Based Career Education (EBCE) model. The intent is that students can best learn these skills from people in the community who are willing to serve as resources and, when appropriate, as certifiers of student competence, i.e., people who have expertise in the given skill area. These people can include parents and other teachers as well as people who work in the community. As instructor, you will want to locate the very best resource people and certifiers available. In some cases you may want to do the job yourself, but whenever possible encourage the use of a community expert; either send your students to them or invite them to join your class. A WINC Survival Skill Certification form is included in the Activity Resources.

This unit is intended for a two-week period, but you will notice that most activities require one or two class periods plus additional time outside of class. With this in mind, you will probably find it necessary to have the class select five or six of the skills they feel are most important and save the remaining ones for extra credit and/or independent study.

WINC ACTIVITIES

Activity:

Equal Rights — Legal Protection Against Job Discrimination

Objective: Students will understand laws which protect women from sex discrimination both in education and employment.

Procedure:

- o Divide class into small groups and assign each group responsibility for researching and presenting to the class key information regarding the following laws/regulations.

  --Title VII of Civil Rights Act
  --Title IX
  --Equal Employment Opportunity Commission Regulations (EEOC)
  --Office of Federal Contract Compliance Standards (OFCC)
  --Affirmative Action

  Group reports should include one or two illustrative cases where the law has been applied and enforced; reports should also identify local or regional resources where women can seek further information or assistance pertinent to enforcement of these laws and regulations.

- o Have each group submit a list of two or three questions which you can later combine for a quiz on students' familiarity with these laws.

- o Students should demonstrate their competence by explaining each law orally or in writing to the satisfaction of community certifier or instructor.

Time Required: Two class periods

Resources:

Filmstrip--Increasing Job Options for Women (See Additional Resources, this unit)
Local attorneys specializing in discrimination cases
U.S. Department of Labor pamphlet: A Working Woman's Guide
Representatives of State or Regional Department of Labor Office
Library

Activity:

Making Appropriate Use of Public Agencies

Objective: Students will learn about the kinds of assistance available through public agencies represented in their community.

Procedure:

- Have students divide into four small groups and give each group the task of selecting at least three important agencies from telephone listings under city, county, state and federal designations (one per group). Have groups share their choices and reasons for choices with the class.
- Ask each student to assume responsibility for researching one or two agencies of their choice. Make sure most or all of the ones originally selected are covered.
- Research should include making contact with the agency, locating an individual within the agency who can provide information and gathering (in person if possible) information requested on the WINC Public Agencies Questionnaire.
- Share findings with the class and discuss the process of getting the information. (Focus on successes and problems.)
- Arrange for guest speakers who represent agencies of special interest to the class.

Certification of knowledge in this area can be done by a community resource person, based on satisfactory oral or written explanation of their agency, or by the instructor on the basis of information gathered and shared.

Community-based organizations such as YWCA, Planned Parenthood, and Urban League could be included.

Time Required: One or two class periods and time for outside research

Resources: WINC Activity Resource:

Public Agencies Questionnaire

Local telephone directory
Local public agencies and their staffs

Activity:

Establishing Credit and Building Your Credit Rating

Objective: Students will understand the pros and cons of credit and be able to explain the processes involved in establishing individual credit and building a good credit rating.

Procedure:

- Facilitate a class discussion to elicit from students a definition of credit and lists of the pros and cons of transacting business on a credit basis.
- Have each student secure credit information and a credit application form from a local bank or department store. Help students compare the different terms and requirements of revolving accounts and contract accounts.
- Invite a guest speaker from the credit department of a bank and a department store. Ask them to discuss credit from their business's point of view, with special focus on how young women can establish and build a good credit rating; common misuse of credit and its consequences; and special credit issues that have historically affected women.
- Ask each student to plan a hypothetical purchase of an item they might like to buy which costs $500 or more. Then, on the basis of real or hypothetical income and current debts, have them complete the credit application and compute the actual costs, including interest, if the debt is repaid in one year. This should be done to the satisfaction of a community person (from a bank or credit office of a department store) if the certification is to be done outside the classroom.
- Have students discuss their own feelings about the importance of credit in their future and the ways they would/would not want to use credit.

Time Required: One or two class periods

Resources: Local banks and retail stores

Activity: Basic Auto Maintenance

Objective: Students will understand the costs and procedures for maintaining an automobile.

Procedure:

- Have students select a car that they would consider buying (either from a local dealer or from the newspaper). Then have them determine approximate monthly payments on a three-year loan and figure total interest costs.

- On the basis of the above calculations have students itemize monthly auto expenses for one year (including insurance, gas, regular maintenance and one set of tires). Then ask students to compare these costs with the expense of using public transportation.

- Have each student demonstrate ability to change a tire, jump start a car, replace a fuse, check oil, battery fluid, transmission fluid, and tire pressure to the satisfaction of a community certifier (friend, relative, auto mechanic).

Time Required: One or two class periods and time outside class

Resources: Community resource people
(mechanics, industrial arts instructor, etc.)

Activity:

Familiarity with Tools

Objective: Students will be able to identify commonly used hand and power tools by name and function.

Procedure:

o In class discussion brainstorm a comprehensive list of all the common tools (power or hand) which students can think of.

o Using the Tool Familiarity Chart, divide the list equally among students (have them draw from a hat to ensure variety); then have them each research their tools and report back with necessary information.

Possible resources for information should include family, friends, teachers, hardware store, "handyman" guides, local craftsperson.

o Invite a knowledgeable parent, teacher or community resource person to come to class and talk about use of tools, safety considerations, important tools your list left out, ways to learn to use tools.

o Have each student demonstrate proper use of five tools of their choice to the satisfaction of community certifier (parent, friend, teacher, local craftsperson).

OR

o Have students use tools to complete a minor home repair or construction project to the satisfaction of parent or a community certifier.

NOTE: This activity could be handled as a cooperative venture with school industrial arts teachers.

Time Required: One or two class periods

Resources: WINC Activity Resource:

Tool Familiarity Chart

Community resource people

Activity:
Developing Physical Strength

Objective: Students will learn about ways women can build their general physical endurance and, specifically, upper arm strength.

Procedure:

- Discuss with students the frequently raised issue that "women can't work in the trades or in blue collar labor jobs because they aren't physically able to handle the work." To what extent is this statement true and to what extent can women overcome this "lack of strength" if it interferes with their ability to get nontraditional employment?

- Elicit from students a list of advantages and disadvantages of gaining greater physical endurance, and specifically upper arm strength. Discuss general attitudes toward women and physical strength.

- Invite a speaker from your community or school to discuss ways young women can work toward building physical endurance and upper arm strength.

- Have students write out short- and long-range personal goals for increasing their strength and endurance and list ways in which they could accomplish their goals. Students should then ask a community resource person to certify that their goals and plans would be effective.

Time Required: One or two class periods

Resources: Community resource person (physical education teacher, fitness specialist, etc.)

Activity:

Understanding Unions

Objective: Students will begin to understand what kinds of jobs tend to be protected by unions, and the positive and negative impact unions have on those jobs.

Procedure:

- o Compile a list of the students' first and second job choices and distribute one copy to each student. As a class, review the list and determine which jobs are covered by unions and which are not covered.
- o Have students contact a number of local union halls (individually or in small groups) to gather information about different unions. (Use WINC Union Information Guide.)
- o As a class, discuss the advantages and disadvantages of belonging to a union and discuss the positive and negative impact which unions tend to have on a specific trade.
- o Students can demonstrate their understanding of this issue by explaining the functions of unions either orally or in writing to the satisfaction of a community resource person or the instructor.

Time Required: One class period

Resources: WINC Activity Resource:

Union Information Guide

List of student job choices
Representative from a local union

Activity:

Overcoming Math Anxiety

Objective: Students will understand the importance of math in this increasingly complex technological society and how it relates to their personal plans.

Procedure:

- Using previously generated lists of students' first and second career/job choices, have the class determine which jobs will require math ability.
- Then have each student determine approximately how much math will be required for her own first and second choices.
- Ask students to write a brief "Me and Math" autobiography in their journals, describing their experiences and attitudes towards math from their earliest recollection to the present.
- As a group, have each student share her most successful experience with math.
- Followup discussion should emphasize the increasing importance of math ability in almost all career fields and focus on ways people could work to overcome any "math anxiety" they may have.
- Certification of competence should be based on individual presentation (oral or written) of a personal plan for increasing math skills and overcoming any math anxiety.

Time Required: One or two class periods

Resources:

Lists of student career choices
College catalogues, apprenticeship standards catalogues, D.O.T.
Use EQUALS To Promote the Participation of Women in Mathematics (See reference under Additional Resources, this unit)

Activity:

Dealing with Sexual Harassment on the Job

Objective: Students will consider the issue of sexual harassment on the job and learn ways to deal with this problem.

Procedure:

- Have students read articles by Jill L. Goodman and Working Women's Institute.
- As a class, discuss the issues raised and compare the suggested strategies for dealing with such harassment.
- Ask students to think about occasions in school or on their job when they may have received inappropriate remarks or behavior. Have them talk about actual things they could say to assertively and effectively put an end to such episodes.
- Certify competence on the basis of successful assertive role playing in response to hypothetical cases of harassment.

Time Required: One class period

Resources: WINC Activity Resources:

"Sexual Demands on the Job," by Jill Laurie Goodman
"Sexual Harassment on the Job: Questions and Answers," Working Women's Institute

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WINC ACTIVITY RESOURCES

WINC SURVIVAL SKILL CERTIFICATION

Sign-off in the following boxes indicates the student demonstrated competence in the Survival Skill indicated.

NAME: ______________________________

SCHOOL/PROGRAM: ______________________________ INSTRUCTOR ______________________

Survival Skill: Familiarity with Equal Rights Legislation

DATE ____________________ CERTIFIER'S SIGNATURE ____________________

POSITION/TITLE ____________________

Survival Skill: Making Appropriate Use of Public Agencies

DATE ____________________ CERTIFIER'S SIGNATURE ____________________

POSITION/TITLE ____________________

Survival Skill: Establishing Credit

DATE ____________________ CERTIFIER'S SIGNATURE ____________________

POSITION/TITLE ____________________

Survival Skill: Basic Auto Maintenance

DATE ____________________ CERTIFIER'S SIGNATURE ____________________

POSITION/TITLE ____________________

Survival Skill: Familiarity with Tools

DATE ______________________ CERTIFIER'S SIGNATURE ______________________

POSITION/TITLE ______________________

Survival Skill: Developing Physical Strength

DATE ______________________ CERTIFIER'S SIGNATURE ______________________

POSITION/TITLE ______________________

Survival Skill: Understanding Unions

DATE ______________________ CERTIFIER'S SIGNATURE ______________________

POSITION/TITLE ______________________

Survival Skill: Overcoming Math Anxiety

DATE ______________________ CERTIFIER'S SIGNATURE ______________________

POSITION/TITLE ______________________

Survival Skill: Dealing with Sexual Harassment on the Job

DATE ______________________ CERTIFIER'S SIGNATURE ______________________

POSITION/TITLE ______________________

WINC PUBLIC AGENCY QUESTIONNAIRE

Name of Agency: ____________________

Address: ____________________

Phone: ____________________

Contact Person: ____________________ ____________________
Name Title

Source of Funding ☐ City ☐ County
☐ State ☐ Federal

Services Provided by the Agency:

____

____

____

____

Eligibility Criteria: (Who can receive services?)

____

____

____

____

Under what circumstances might/would a person be encouraged to contact the agency.

____

____

____

____

WINC TOOL FAMILIARITY CHART

Name of Tool	Rough Sketch	Common Uses
hammer		driving nails into lumber; pulling nails out of lumber.

WINC Union Information Guide

1. Why do workers join your union?____________________

2. What benefits does this union provide to its members?__________

3. What is the procedure for joining this union and/or its apprenticeship program?____________________

4. What work areas (tasks) are included in the union's jurisdiction?

5. What is the initiation fee? When is it due?______________

6. What are (monthly) dues?____________________

7. What is current wage? apprentice________________

   journeyman________________

8. What is included in the benefit package?________________

9. How much related training is offered to/demanded of members and when is it required (weekends, yearly, one night a week, etc.)?________

This questionnaire developed with assistance from ACCESS ENTERPRISES, INC., Portland, Oregon, a community-based organization assisting women with nontraditional career access.

10. How does your dispatch system work?________________________________

____

Is there an active out-of-work list or do members look for work themselves?____

____

11. What is union's policy on various kinds of leaves of absence?

____

12. What geographic area does the "local" cover?________________________

____

13. Are the members required to travel? Are they paid for travel expense?____

____

14. How easy is it to transfer to another local in the same trade?

____

15. How have women been received by this union?_________________________

____

Sexual Demands on the Job

by Jill Laurie Goodman

Louisa May Alcott, in a narrative published over a century ago, described a skirmish in her personal battle of the sexes. Faced with money problems, Alcott accepted employment as a companion to a middle-aged lady. She quickly found, however, that she was answerable to the lady's brother, who believed he had hired the attentions of a sexually attractive woman for himself. Resistance to this role meant assignment to dirty and heavy household work. Describing her awkward situation, Alcott recounted a speech made by her employer: " 'Nay, do not fly,' he said, as I grasped my duster in guilty haste. . . 'for it refreshes my eye to see something tasteful, young and womanly about me.'"

Recently, women have begun to talk about the same problem Louisa May Alcott faced 100 years ago: sexual demands made on them as workers. They tell a variety of stories.

Adrienne Tompkins tells about a lunch with her boss. An employee of a public utility, she had worked successfully in jobs of increasing responsibility for two years when her boss asked her to lunch to discuss his evaluation of her secretarial skills and the possibility of a promotion. Over lunch he made physical advances, told her a sexual relationship was essential to a satisfactory work relationship, threatened her with work-related reprisals when she resisted, and ultimately restrained her physically from leaving the restaurant. The aftermath included a transfer, at her request but to an inferior position, harassment over the quality of her work, an eventual dismissal, and treatment for emotional and physical problems flowing directly from the incident.

Susan Mathews (not her real name) tells about her transfer from the shoe department of a suburban branch of a major department store to the downtown store where few women had ever worked. Openly hostile to a woman invading their territory, her fellow workers embarked on a systematic campaign of physical and sexual assaults in full view of the public. On her first day on the job, the assaults, which were direct and explicitly sexual, reached such proportions that a customer complained

The Civil Liberties Review, Vol. 4 No. 6 (March/April 1978).

Sexual Demands on the Job (cont.)

to the management and threatened to cancel her charge account. When Susan Mathews complained, management told her there was nothing that could or would be done to help her. She quit the job rather than endure the insults.

Barbara Smith (another alias) tells about her experiences in a ship-building plant where yard jobs in skilled crafts, like welding and ship-building, recently were sexually integrated. Abusive and suggestive language, explicit offers of sex for money, and physical assaults are part of the daily life for her and the other women at the plant. Refusing or resisting can mean oppressive work assignments and job disputes which end in dismissals. At one time, 150 women held yard jobs at this plant. Only 30 or 40 remain.

Linda Robinson (another alias) tells about her job as a receptionist in a law firm. She is expected to play a game. The rules require her to submit graciously to an endless stream of comments about her appearance and personal life from both clients and lawyers moving through the reception area; the rules also require her to accept occasional physical passes. She is considered part of the office decor. Men say, "It's okay to sit and wait for attorneys as long as I have something pretty to look at." Her days are battles to find ways to say no while keeping male egos intact. Linda Robinson says this makes her feel worthless. "I'd like at least to be able to say, 'I'm not here for your enjoyment,' " she says, "but I can't even say that."

These stories are deeply troubling to the women who tell them, but the idea that this amounts to a serious problem has not won easy acceptance. It may be unfortunate, we are told, it may not be very nice, but is it sex discrimination? And even if it is, isn't it trivial?

Federal judges have ruled recently that sexual harassment on the job is sex discrimination. Successful legal strategies have relied on Title VII of the Civil Rights Act of 1964 which prohibits discrimination in terms or conditions of employment on the basis of sex. Courts finding for women in these cases have agreed that making job retention or promotion dependent on submission to sexual advances creates a condition of employment imposed because of a woman's sex. And this, courts have said, is sex discrimination.

Another Title VII theory, not yet adopted by the courts, argues that Title VII creates a right to work environment free from emotional and psychological harm. Title VII law, developed in cases brought by racial minorities, recognizes that congressional intent to eliminate the inconvenience, unfairness and humiliation of discrimination, means the "relationship between employee and his working environment is of such significance as to be entitled to statutory protection." Just as employers who tolerate racial epithets or segregation discriminate against blacks, so employers who permit unwelcome sexual overtures to become a fact of life discriminate against women.

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Sexual Demands on the Job (cont.)

To understand the significance of this particular form of discrimination, however, we must look to the long history of relations between the sexes which has left women in the workplace in a position of powerlessness compared to men. Sexual harassment is the product of a history which has left women in a position of economic inferiority. Women today earn less than men and the earnings gap continues to widen. The median income for women employed full-time, year-round is less than 60 percent that of men, and earnings are a fair gauge of relative economic power.

Thus, women are the secretaries, open to dismissal for displeasing their bosses. They are the receptionists, in no position to determine the public image a firm decides to present to the world. They are the newcomers to skilled crafts, vulnerable to harassment from more experienced workers with more secure jobs. And they are decidedly not the managers who determine personnel policies and decide what kinds of behavior will or will not be tolerated.

But, sexual coercion on the job is also a product of social history. Men traditionally have enjoyed the prerogative of sexual initiative, which leaves women open to sexual coercion. These encounters also serve to remind women of their subordinate position in the workplace. Women still feel conflict between their roles as workers and their roles as sexual human beings. According to commonly held notions, a woman's sexuality implies relative passivity and physical weakness. For women in professions where aggression is prized, or in skilled crafts where physical stamina and strength are essential ingredients of competence, calling attention to a woman's sexuality can, in subtle but significant ways, detract from a woman's status as a worker. Where hostility towards women venturing into new jobs takes the form of physical and verbal sexual assaults, the dynamics of sexual harassment as a status reminder are obvious.

The impact of these encounters, which are often deeply disturbing, helps to perpetuate the status of women as subordinates. It has direct employment consequences--women lose their jobs over sexual harassment. Sometimes they find their jobs simply eliminated when they resist. More often, like Susan Mathews, they leave when the pressure becomes intolerable.

A more subtle employment consequence is the curtailment of women's ambitions. Sexual harassment, whether on the street or in the office, is a deep invasion of privacy. Attempting to withstand that pressure can have devastating effects on emotional and physical health. Women commonly report such symptoms as colitis, episodes of vomiting, and severe depression as the result of sexual harassment. And the aspirations of women who have been so profoundly affected by discrimination inevitably suffer.

Answers to the problem of sexual harassment on the job aren't easy to find. Turning to the courts is part of the solution. The recent decisions upholding Title VII claims represent substantial progress

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The Civil Liberties Review, Vol. 4 No. 6 (March/April 1978).

Sexual Demands on the Job (cont.)

because they have established employer responsibility, a point not easily won. The trial judge in a case brought by Adrienne Tompkins, for example, characterized the incident merely as a "physical attack motivated by sexual desire on the part of a supervisor and which happened to occur in a corporate corridor rather than a back alley," and dismissed the complaint against the employer. The Third Circuit Court of Appeals' decision, reversing the ruling, disagreed. According to the appellate court, if an employer has actual or constructive knowledge of the sexual advances affecting an employee's status, the employer must take "prompt and appropriate" action. In practical terms, employer responsibility translates into employer liability, a useful threat for women attempting to enlist employers as allies.

Besides bringing court actions women are beginning to try other kinds of organizing. In the forefront of these efforts is Working Women United Institute, a national resource, research and action center, which serves as a clearinghouse for women and groups affected by the problem and interested in solving it. One necessary step is public education, and the Institute is performing this function through speak-outs in which women describe their own experiences. These have proved to be effective devices for informing press and public, as well as communicating to women that they are not alone. The Institute has also undertaken social science research to supplement and verify personal testimony.

Lawsuits, public education, and research, however, are only useful if they strengthen the ability of women to change their own working conditions. Louisa May Alcott described her personal battle to change the conditions of her employment and the description makes for instructive reading:

" 'But I offer you light tasks, and you refuse them,' he began, still hovering in the doorway. . . . 'But I don't like the tasks, and consider them much worse than hard work,' was my ungrateful answer. . . .and emphasized my words by beginning to scrub with a zeal that made the bricks white with foam."

Alcott's spirited resistance, however, isn't the whole answer. She, like many other women, left her job rather than submit. No doubt her employer found a more compliant replacement.

A single woman making a stand alone against sexual harassment is always open to charges that she is lying, exaggerating or simply misconstruing an innocent situation. A group of women is in a much stronger position to demand that an employer adopt personnel policies which protect women against offensive work conditions, make those policies known to women, and enforce the policy when it is violated. An office or plant full of defiant spirits like Alcott is probably the only answer.

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SEXUAL HARASSMENT ON THE JOB: QUESTIONS & ANSWERS

Sexual harassment on the job is one of the most explosive issues facing working women today. It affects all women regardless of job category or description, age, race or economic background. Whether one is a college professor, a coal miner, a waitress, an assembly line worker, a carpenter, an executive secretary or news reporter--we all share a common problem: sexual harassment at work. What are the realities? Men hold nearly all the positions of authority with power to hire and fire, while women hold mostly lower echelon jobs. Many men take advantage of these positions of power to pressure for sexual favors from female employees.

WHAT IS SEXUAL HARASSMENT?

Sexual harassment in employment is any attention of a sexual nature in the context of the work situation which has the effect of making a woman uncomfortable on the job, impeding her ability to do her work or interfering with her employment opportunities. It can be manifested by looks, touches, jokes, innuendoes, gestures, epithets or direct propositions. At one extreme, it is the direct demand for sexual compliance coupled with the threat of firing if a woman refuses. At the other, it is being forced to work in an environment in which, through various means, such as sexual slurs and/or the public display of derogatory images of women, or the requirement that she dress in sexually revealing clothing, a woman is subjected to stress or made to feel humiliated because of her sex. Sexual harassment is behavior which becomes coercive because it occurs in the employment context, thus threatening both a woman's job satisfaction and security.

WHAT FORMS DOES SEXUAL HARASSMENT TAKE?

Sexual harassment can range anywhere from a look to a rape. It can be any or all of the following: verbal sexual suggestions or jokes, constant leering or ogling, "accidently" brushing against your body, a "friendly" pat, squeeze, pinch or arm around you, catching you alone for a quick kiss, the explicit proposition backed by the threat of losing your job, and forced sexual relations. It can be as amorphous as an atmosphere "polluted" with negative images or comments about women's sexuality or as direct as the "sleep with me or you're fired" situation.

HOW WIDESPREAD IS IT?

Embarrassment and humiliation, fear of losing a job and dozens of other concerns keep women from readily talking about these abuses. Working Women's Institute conducted a survey in 1975 in Ithaca, New York and

From WORKING WOMEN'S INSTITUTE, 593 Park Avenue, New York, New York 10021.

Sexual Harassment: Questions and Answers (cont.)

found that 70 percent of the respondents had experienced some unwanted sexual advances. A 1976 survey by Redbook found the incidence at 88 percent. A study in Illinois in 1979 found that 59 percent of the respondents had been made to feel humiliated or threatened by sexual harassment in their present place of employment. Sexual harassment is the single most widespread occupational hazard women face in the workforce.

WHY DON'T WOMEN TALK ABOUT IT?

Women are afraid to be ridiculed. We have been told over and over that "boys will be boys," this is not really serious, we should be good sports, we should enjoy it or be flattered by it. The truth is that women don't enjoy being subjected to unwanted sexual advances. It is humiliating and degrading and because we have been wrongly taught to feel it is somehow our fault, we are often even afraid to tell our husbands or family. We are afraid we will be laughed at if we talk about it or report it, or we will be blamed or even fired.

WHAT ABOUT THE WOMEN WHO HAVE NEVER EXPERIENCED THIS ABUSE?

Like rape, sexual harassment on the job is random and arbitrary--there is no way of predicting its victims. If you haven't run across it, it doesn't mean that you won't. There are cases of 50- and 60-year-old women being harassed as well as teenagers on their first job. Men often pick the most vulnerable woman to make these demands upon (i.e., the woman who can least afford to resist because, for instance, she needs the job most, she is the youngest and least experienced or she is from a minority group.) The longer you are in the workforce, the greater the odds you will have your position jeopardized by this kind of harassment.

WHAT ABOUT THE IDEA THAT WOMEN ASK FOR IT?

This is a myth similar to the myth that women want to be raped. Of course, we have been taught to flatter and be pleasing and sometimes this is confused with enticement. Because many women are socialized not to "make a scene," our silence is sometimes interpreted as acceptance. Although women are learning to speak up in protest, let's place the blame where it belongs: on men who are willing to abuse their power on the job and the company that fails to act to prevent the abuse. This happens regardless of the woman's behavior or appearance. Why is it that when an assault is against a woman it is so frequently assumed that the victim may have provoked the attack?

WHAT ARE THE EFFECTS OF SEXUAL HARASSMENT?

In a variety of ways sexual harassment operates to keep women "in our place" in the workforce. By reinforcing the primacy of women's role as sexual objects it challenges a woman's right to function effectively as a worker. This can undercut women's motivation and career ambitions. Sexual harassment also wreaks havoc with women's self-esteem, job

Sexual Harassment: Questions and Answers (cont.)

satisfaction and self-confidence. Moreover, WWI reseach clearly links sexual harassment with a wide range of occupational stress reactions such as anxiety, nausea, headaches, high blood pressure, sleeplessness, ulcers, etc.

ARE THERE ECONOMIC CONSEQUENCES?

Yes. Women are driven off jobs, lose deserved promotions, miss out on training opportunities and receive poor personnel references as a result of sexual harassment. In a 1979 WWI study we found that 66 percent of the respondents lost their jobs as a direct result of sexual harassment: 24 percent were fired for failing to go along or for complaining about the harassment; 42 percent were eventually forced to quit when the working environment became intolerable. Women unemployed as a result of sexual harassment frequently have an especially hard time getting back on their feet again and are all too often denied unemployment benefits to tide them over.

IS THERE ANY LEGAL PROTECTION?

The law is new in this area. Title VII of the 1964 Civil Rights Act and many state human rights laws protect women workers from sex discrimination. This protection is now generally interpreted to prohibit unwanted sexual advances in the form of sexual propositions backed by the threat of economic reprisals if a woman refuses. With WWI's leadership new cases are now being brought that we expect will extend this protection to women sexually harassed by co-workers, clients or customers and to women who must tolerate a working environment polluted with sexual innuendos, epithets, or other degrading images of women.

There have also been some victories in cases where women sued harassers for civil damages claiming negligence or intentional infliction of emotional stress. And most State Departments of Labor now recognize sexual harassment as an intolerable job condition which is good cause for quitting and will grant unemployment benefits to women who leave their jobs for this reason. However, sexual harassment is often difficult to prove, and if a woman has not carefully documented her case the agencies still tend to question her credibility.

WHAT IS THE EMPLOYER'S RESPONSIBILITY?

The Equal Employment Opportunity Commission (EEOC), the agency empowered to enforce Title VII, has recently issued guidelines which hold employers liable for all forms of sexual harassment including polluted atmosphere, co-worker harassment and harassment from clients and customers. From the EEOC guidelines it is clear that the employer bears an affirmative responsbility to maintain a workplace free from sexual harassment, to quickly and impartially investigate any charges of sexual harassment and to take action against all sexual harassers.

Sexual Harassment: Questions and Answers (cont.)

WHAT CAN WE DO ABOUT IT?

A lot can and already has been done to stop sexual harassment. There is still more that needs to be done. One thing that women have discovered is that we cannot change this situation alone--in isolation. By joining together we can eliminate sexual intimidations and improve working conditions in general.

ADDITIONAL RESOURCES

Additional Resources

PRINT

Fuller, Mary M. Sexual Harassment: How to Recognize It and Deal with It. What Would Happen If, Inc., 1979. Available c/o Eastport Litho, 1993 Moreland Parkway, Annapolis, Maryland 21401 ($3.50).

Kaseburg, Krienberg, Downie. Use EQUALS to Promote the Participation of Women in Mathematics. Berkeley, California: Math/Science Network, Lawrence Hall of Science, 1980.

Pickens, Leslie and Sellers, Nancy. Buying and Caring for Your Car and Insurance for Your Life, Health and Possessions. A Lifeworks Series, Northwest Regional Educational Laboratory. McGraw-Hill, 1980.

Mead, Margaret. " Proposal: We Need Taboos on Sex at Work." Redbook, April 1978. Vol. 150 No. 6, p. 31.

NONPRINT

Auto Maintenance: Play It Safe. 16 mm film, color, 18 minutes (Grades 10-12). BFA, Educational Media, 1978.

> Features the basic ideas involved in maintaining a car in top operating condition. Introduces elementary warning devices such as temperature, oil, and alternator lights and relates them to what is under the hood. Includes procedures for dealing with a dead battery and flat tire.

Consumer Economics: Credit Cards. 16 mm film, color, 22 minutes (Grades 9-12). Churchill Films, 1977.

> Focuses on the several kinds of credit cards and explains the risks, obligations, and limitations of using them.

Credit: How To Get It. 16 mm film, color, 14 minutes (Grades 10-12). BFA, Educational Media, 1977.

Introduces the basics of credit including some of the pitfalls of misusing credit. Describes credit applications, point-scoring credit rating, shopping for loans, interest rates, and how to establish a good credit rating.

Equal Employment Opportunity and Affirmative Action. 16 mm film, black and white, 28 minutes (College-Adult). National Audio Visual Center, 1973.

A review of equal employment legislation with a survey of the different government agencies responsible for enforcement of affirmative action.

Increasing Job Options for Women. Slides and cassette tape, Women's Bureau, Department of Labor, National Audio Visual Center, 1978.

Shows women working in a variety of nontraditional jobs as professional, technical, administrative and managerial workers in the skilled trades plus repairs and machine operators. Also reviews employer responsibilities for equal employment opportunity and affirmative action.

Labor Unions: What You Should Know. Filmstrip/cassettes, color (Grades 9-Adult). Guidance Associates, 1977.

Presents a comprehensive overview of union operations, including how apprenticeship works, differences between open and closed shops, the function of grievance channels, how and why arbitration is used and how strikes and boycotts can arise.

Legal Responsibilities--Affirmative Action and Equal Employment. Slides and cassette, 12 mm (College-Adult). National Audio Visual Center, 1978.

Drawings illustrate the legal responsibilities of employers to eliminate unfair employment practices that often affect women. Reviews the Equal Pay Act of 1963, Title VII, and Executive Order 11246 for affirmative action.

The Math-Science Connection: Educating Young Women for Today. 16 mm film, color, 17 minutes (Elementary-Adult). WEEAP Distribution Center, 1978.

Documents three energetic, high-interest programs at the elementary, high school, and college level that encourage girls and young women to prepare for math and science careers.

UNIT IX:
Career and Life Planning

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Overview

The issue of balancing career plans with other life plans and goals is of critical importance to young women. The Department of Labor tells us nine out of ten women will work regardless of whether they marry and raise a family or remain single. Yet studies show that women tend to lose their career commitment as they go through college, and our experience with the WINC project revealed that high school women tend to set their career plans aside when they begin to think of marriage.

An article published in The Urban Institute Policy and Research Report points out that "by 1990 the stereotype of a wife staying at home to look after her children will fit only one-quarter of the 44.4 million women who are expected to be married and living with their husbands."

Based on this kind of information, we have concluded that students enrolled in this WINC Course need to explore carefully all the issues related to balancing career and family plans. We hope that the more time young people spend looking at these issues the more they will be able to maintain serious career commitment.

With an uncertain economy, a high national divorce rate, and the general inability of people to predict accurately their personal futures, it makes enormous good sense for all women to think in terms of being well-prepared for financial self-sufficiency.

Activities in this unit are intended to cover a two-week period; they are intended to help students plan career and life goals realistically, and to look at how their various intentions fit together. Specific activities are included to deal with some of the conflict areas that arise as women try to balance career and family; skills utilized are ones which have been introduced in earlier units, such as interviewing, discussion and field research.

WINC ACTIVITIES

Activity:

Marriage and Family Plans

Objective: Students will assess their own plans and thoughts about marriage and family.

Procedure:

- Have students complete the WINC Marriage and Family Plans form as an in-class activity. If you feel it would be helpful, guide them through the questions one at a time, elaborating on the kinds of things they should think about when they answer the questions.

- After students have completed the form, divide them into small groups and ask each group to select three questions for sharing. Sharing should be done in a round circle, allowing each person a chance to talk briefly about her own views.

- Followup could be group discussion on what have we learned from this activity...and/or journal entries on the same topic.

Time Required: One class period

Resources: WINC Activity Resource:

Marriage and Family Plans

Activity:

Life Maps

Objective:

Students will see their life as a continuum and understand that where they "have been" may have some bearing on where they "will be" in the future.

Procedure:

- Give each student a large piece of newsprint (2' x 3') and assign them the task of drawing a map of their life.

  Do not define what you mean by a "map"; rather, explain that part of the task is to define "map" in terms of your own life.

  Do encourage them to play with the assignment and be creative, illustrating whatever they feel inspired to illustrate. They can illustrate with magazine pictures, stick figures, whatever. Marking pens are a good medium for drawing the maps because the results will show up easily.

  Do ask them to highlight key points in their life that they feel have helped determine the path they have taken, such as key decisions they have made, memorable events, meaningful experiences, exciting discoveries.

  Also ask them to think about the key points in terms of their sex...would things have been different if they had been male?

- Life Maps should be brought to class on an assigned day and posted on bulletin boards for sharing. Each student should be given a chance to explain her map to the rest of the class and answer questions.

- Followup activity could consist of written reflection in the journals, or discussion about how their life, up to now, may influence the course of their future.

Time Required:

15 minutes to make assignment
Overnight to complete assignment

> (NOTE: Do not allow too long for completion of this assignment, as it may get set aside and impact will be lost.)

One or two class periods for sharing

Resources:

Newsprint
Marking pens
Magazine illustrations
Glue, etc.

Activity:

Future Fantasy

Objective: Students will project a vision of their future and what they hope it will contain.

Procedure:

- Have students close their eyes and relax, asking them to free their mind of other thoughts and follow along with your narrative, allowing their imaginations to take them on this "journey into their future."
- Read through the Future Fantasy Narrative, allowing plenty of time for reflection in between suggested thoughts--as indicated by pause marks: "..."
- After you have finished reading the narrative and people have opened their eyes, have them write for 10-15 minutes in their journals about whatever comes to their mind.
- If time permits and students would like to share their fantasies, allow them to do so.
- You might refer back to the content of this fantasy later in the Career/Life Goals Activity--asking students to pick out favorite parts and include them.

Time Required: One class period

Resources: WINC Activity Resource:

Future Fantasy Narrative

Journal

Activity:

Life/Career Goals Inventory

Objective: Students will begin to identify and clarify their goals in areas related to both their personal and career future.

Procedure:

- Have each student generate lists of five goals under each of the following areas:

  EDUCATION/TRAINING
  CAREER/WORK
  FAMILY
  LIFE STYLE
  FINANCIAL
  LEISURE TIME

- Then have them go back over their lists and code each goal with the following symbols:

  R = the goal is realistic
  HW = the goal will require hard work and determination
  NT = the goal is nontraditional for women
  * = the goal is a priority

- Finally have students rank order all the goals which they have marked with a *.

- Followup could be a discussion and/or journal writing assignment regarding "new things I learned about myself" via this exercise.

Time Required: One class period

Resources:
Pen and paper
Journals

Activity:	**"When I Grow Up I'm Going To Be Married"**
Objective:	Students will have opportunity to think about how they would cope with statistically predictable career/life hardships.
Procedure:	o Using the resource "When I Grow Up I'm Going To Be Married," divide the class into groups of ten and play the game as indicated in the accompanying instructions. o Followup discussion should serve to reinforce concepts learned through playing the game.
Time Required:	One class period
Resources:	WINC Activity Resource: "When I Grow Up I'm Going To Be Married," California Advisory Commission on the Status of Women.

Activity:

Interviewing Women About Realities of Family Life

Objective: Students will better understand the responsibilities women tend to assume as wives and mothers.

Procedure:

- Have students generate a list of interview questions covering information they would like to know about the responsibilities of being a wife and mother.
- Have each student use the interview form to gather information from a woman friend or relative (suggest that the class attempt to select from a range of age and generations to get broader picture).
- Share findings with class and discuss differences between women of their mother's age vs. younger or older women.

Time Required: Two class periods plus time outside class

Resources: Family, friends
Student-generated interview questionnaire

Activity:

Traditional and Nontraditional Life Styles

Objective: Students will understand that "nontraditional" lifestyles take many different patterns.

Procedure:

- Divide board into two columns:

Traditional Life Style	Nontraditional Life Styles

- Have students agree on a definition of Traditional Life Style and then list examples.
- Then repeat process for Nontraditional Life Styles. This list should be as inclusive as possible.

  Point out that only 15.9 percent of the population of this country actually live within traditional nuclear families.
- Divide the class into small groups and have each group generate a list of the advantages and disadvantages for one of the nontraditional life styles. Repeat this process for a traditional life style.
- Share results with class

Follow-up: Have students reflect in their journals about their own ideal lifestyle.

Time Required: One class period

Resources: WINC Activity Resource:

"By 1990"

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Activity: **When Home/Family and Career Collide**

Objective: Students will consider some of the issues which arise as women with families choose also to pursue careers.

Procedure:

- Have students read the article "Marriages Under Strain." In class discussion highlight some of the major issues which are raised by the author. Have students generate a list of the advantages and disadvantages of being a working wife/mother and discuss ways that women who want to do both can work with their families to help resolve some of the problems.

Time Required: One class period

Resources: WINC Activity Resource:

"Marriages Under Strain" from Women at Work, edited by Henry Meyers.

WINC ACTIVITY RESOURCES

WINC MARRIAGE AND FAMILY PLANS

This is an evaluation of my life position at the present time.

1. What is my relationship to a man or men? (Include male family members). ____________________

2. How do I feel about these relationships and how they affect my life?

3. How do I anticipate these relationships will change in the next five years? Will I add a relationship? What will it be?

4. To whom will I turn for advice in the next twelve months?

   Is this a good source? ____________________

5. What is my self concept as a woman? Do I enjoy being a women?

   How will being a woman affect:

   a.) my family planning... ____________________

   b.) my career plans... ____________________

   c.) my future education... ____________________

   d.) my real potential... ____________________

Developed by Natalie Ettlin, Portland Public Schools.

6. What is my major educational problem?

How will I correct it?

7. What is my decision about what I will do after graduation?

8. What is my decision about marriage?

9. What is my decision about having children?

10. If I decide to have a family, what are the years I plan to spend having my children?

11. How do I plan to balance having a home and family with having a career?

12. What is my attitude toward a divorce?

Future Fantasy Narrative

NOTE: Be sure to give adequate pause as indicated by "......" marks.

Imagine that it is a beautiful day and you are taking a walk down a pleasant tree-lined street.....
As you are walking, an interesting house up ahead really draws your attention.....
As you get closer to the house, you notice that the door is open and it seems to invite you to enter.
You walk up to the open door and find that it opens into a sunlit hallway which leads to a large mirror.....

You walk along the hallway until you reach the mirror. When you get to the mirror you discover it is a window. As you look through this window you begin to see a vision of yourself five years from now.....

Go with this vision as it takes you through a day of your life.....

It is early morning and you are lying in bed just beginning to wake up......
You open your eyes and look around your room, enjoying the way you have arranged things and the colors you have selected.....

You get out of bed and walk across your room to open the curtains and let in the sunshine. Imagine the view you have as you look out your window.....

Turning back to your room, imagine whether or not anyone else is with you in this place where you live. If there are others, imagine who they are and how they are related to you.....

Imagine now that it is Monday and you are getting ready for your work. Imagine what you will be doing today.....

Go to your closet and select some clothes that will be just right for your day's activity, put them on and look at yourself in the mirror.....

Imagine now that you have eaten breakfast and you are on your way to work. Notice your neighborhood as you leave it for the day. Imagine what town or city you are living in and where it is located as you travel to work......

You finally arrive at your work. Imagine your work setting. Is it inside or outside?.....What does it look like?.....Who else is there and what are their jobs?.....What is your job?.....What kinds of things do you spend your day doing?.....How well do you like this job?.....Where are you hoping this job will ultimately lead you?.....

Imagine it is the end of your work day and you are on your way to meet friends and relax. Picture your friends and picture where you will meet them... You are spending a couple of hours with them. Imagine how you will be spending that time.....

Now you are on your way home to have dinner and wind up your day..... Imagine how you spend this time and who, if anyone, is with you..... Finally, you watch yourself getting into bed and drifting off to sleep.....You leave your vision and slowly return to the present..... (Long Pause)

WHEN I GROW UP I'M GOING TO BE MARRIED"*

A Game Which Illustrates How
Time and Circumstance Affect Women

Background and Purpose of the Game: When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. Yet, data of the U. S. Department of Labor and the California Advisory Commission on the Status of Women show the following: The average life expectancy of women today is 75 years; since childbearing patterns have changed, the average mother of today has *40* years of life ahead of her after her youngest child enters school; 9 out of 10 girls will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside the home for some period of their lives; at least 6 out 10 will work full time outside their homes for up to 30 years; more than 1 in 10 will be widowed before she is 50; more than 1 in 10 will be heads of families; probably 3 in 10 will be divorced; only 1 in 3 California girls plan to go to college; most girls do not see themselves as problem-solvers or achievers; most girls have not been influenced or trained to deal with many of the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because they are not given early encouragement or because girls believe they must choose between a family and a career.

The game has limited purposes, but serves as a start toward these goals: (1) To give girls greater awareness of the above realities of women's lives; (2) To give girls experience and self-confidence in dealing with unexpected hardship or altered circumstances; and (3) To motivate girls to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Instructions. An adult who is knowledgeable of the above statistics and their implications and possibilities "leads" the game. Examples of implications and possibilities are: An unskilled, divorced mother who needs employment usually cannot find child care facilities, and often housing, at a price she can afford; a full-time homemaker doesn't need to wait until her children are grown to continue her education--she can go to school while they are in school; and, 40 years of age is not too late to start a college education, a career, or other fulfilling activity, since on the average, she will live 35 years more. The Commission's 1969 and 1971 Reports can be helpful in preparation for leading the game.

The game is based on the above statistics. There are 10 profiles since the statistics are based on percentages of 10 - 3 girls are profiled to go to college, 1 never marries, 3 are divorced, etc. Before using the game, the "chance factors", which make up the bottom half of each sheet, are to be stapled so they are covered from view.

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*Reprinted by permission of the State of California Advisory Commission on the Status of Women, not dated.

When I Grow Up... (cont.)

Ten girls can play. Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the above statistics aloud and explains that the profiles are representative of the statistics.

Each girl is given a numbered profile. Four facts are showing which correspond to the marital, childbearing, employment and college statistics above. In turn, each girl is asked to read her 4 facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game--perhaps 2 or 3 minutes per girl. Its principal purpose is to break the ice, get girls talking about themselves, and to set the stage for the second phase of the game. The starting girl usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes briefly on a duplicate set of profiles key things about each girl, such as "interested in computer programming and plans early marriage," "plans on college, interested in teaching," "artist, no marriage plans," etc.

It is not important whether the 4 profiled facts fit a particular girl's specific plans, or whether her projections when trying to fit them to the facts are realistic. For instance some girls have said things like, "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life--they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

After each girl's "projections" are dealt with in turn, the second phase begins by starting again with profile No. 1. Girl No. 1 is asked to unstaple her profile and read aloud her chance factors. It is then the task of the *group*, not the particular girl, to work on the problem, although the profiled girl may join in if she wants. It should be made clear, however, that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot," and gives all the girls 10 experiences in problem solving and identification with 10 possible "lives" even though each has only 1 profile.

First, the immediate problem is dealt with; then the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" girl's stated aspirations can ever be reached (in some profiles the latter is not relevant and this aspect should be omitted).

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should *non-judgmentally* add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the girl's self-confidence on the one hand, and helping them to learn what is really involved in coping with day to day problems on the other. Examples might take the following forms:

When I Grow Up... (cont.)

1. Profile 1. No one speaks up. The leader might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"

2. Profile 10. Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment, pick an arbitrary figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.

3. Profile 3. The profiled girl's real aspiration was to be a librarian. If no one else suggests it, the leader might ask: "Why couldn't she go to college now? It takes 5 years to get the degree. She'd have 30 years to be what she wants. Older people, believe it or not, need to like what they're doing and have something to look forward to as much as young people do."

After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem, and/or how the particular girl's aspirations could most easily have been reached. This process is repeated until each girl's "altered" life has been dealt with.

Extending the Game. A variety of extensions are possible. One would be to ask the girls to do some "detective work." Using their own profiles, girls could be asked to find out and report back the cost and availability of the various kinds of child care (just finding out how to find out is a challenge); what jobs and pay for secretaries, etc., are listed in help wanted ads and whether public transportation to and from specific listings is available; whether local colleges permit part-time students for the particular major the girl has in mind and what the costs are; what current housing and transportation costs are to fit needs of the profiled family, etc.

Cautionary Note. The "life style" within the 10 chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general life styles involved and should revise the context in which "happenings" take place, so that specific populations can identify generally with a sufficient number of life *styles*. It is impossible to say how many is "sufficient," and experimentation is obviously necessary. The overall population statistics listed on page 1 should remain the same, however, even if styles are changed, e.g.: The divorce statistic is 3/10, yet in some populations, divorce is endemic. But, when girls from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Your occupational choice is:

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.
Your occupational choice is:

Chance Factors

You "fall into" a dream job soon after graduation from college and two years later meet and marry a young man with a promising future in another field from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.
Your occupational choice is:

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.

What can you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before you marry.
Your occupational choice is:

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places--is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property--pretty much just clothing and furniture.

How can you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete two years of college before your marriage.

Your occupational choice is:

Chance Factors

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long.

How will you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.
Your occupational choice is:

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.
Your occupational choice is:

Chance Factors

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

How can the family cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.
Your occupational choice is:

Chance Factors

In your senior year in high school you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #9

You will live to be 75 years old.
You do not go to college before taking your first job.
Your occupational choice is:

Chance Factors

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile #10

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete 3 years of college before your marriage.
Your occupational choice is:

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under your state's new divorce law (which became effective in 1970), he can do this and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only 2/3rds paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile A

You will live to be 75 years old.
You will marry and have children.
You will not receive post-secondary education before your marriage.

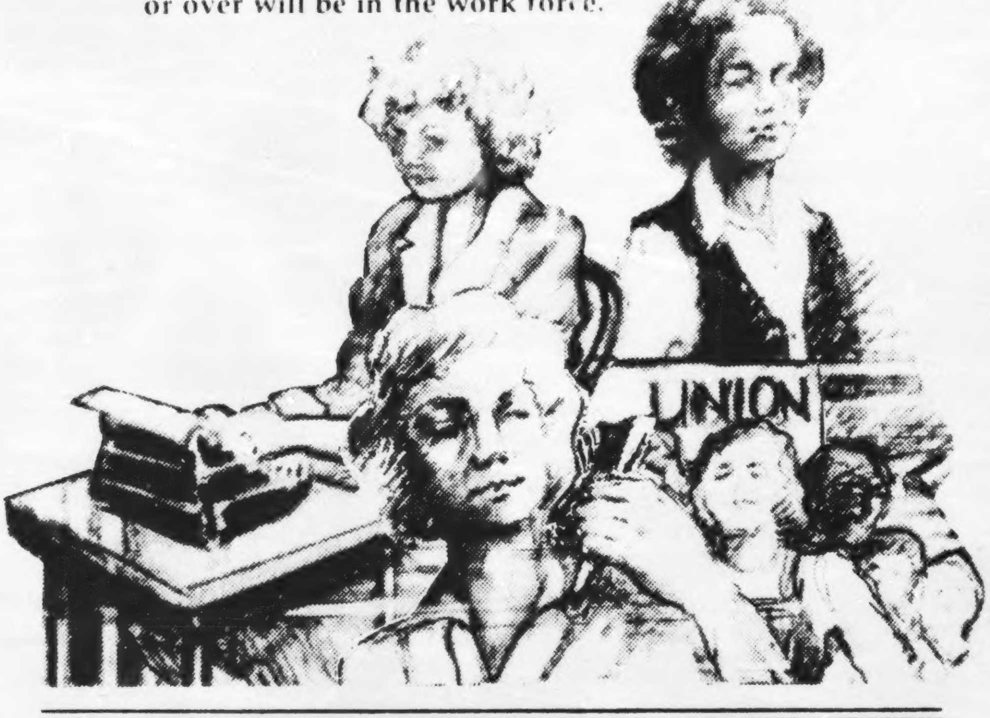
Chance Factors

You and your wife marry young. You go to work immediately in a factory job. Your wages are good and you are able to earn a comfortable living for your family. After ten years of marriage, your wife dies leaving three children, ages nine, seven, and four, to raise alone.

What do you do?

By 1990 . . .

- The American work force will contain 11 million more women than in 1978—52 million total.
- Over 3.1 million of these new workers will be mothers with children under six—representing half of all mothers with preschool children.
- Over 5.5 million will be mothers with children between six and seventeen.
- The stereotype of a wife staying at home to look after her children will fit only one-quarter of the 44.4 million women who are expected to be married and living with their husbands.
- Two-thirds of all married women under fifty-five will be working.
- Fifty-five percent of ALL women aged sixteen or over will be in the work force.



From Henry Meyers, ed., Women At Work: How They're Reshaping America (New Jersey: Dow Jones Books, 1979).

MARRIAGES UNDER STRAIN

Melody Gunn went back to teaching despite her husband's concern that she couldn't handle a job, care for their child and keep up the housework, too. "I was afraid it would be too much for her and she'd get cranky," recalls James Gunn, also a school teacher in Rockford, Illinois.

What happened? "Our marriage is much better now than it was when I was at home," Mrs. Gunn says. Her husband agrees.

Jean Horton took a job as a church secretary in Jacksonville, Florida, also over her husband's objection. "She told me that life was passing her by," recalls Jerry Horton, an engineer with the U.S. Army Corps of Engineers. "But I thought we had all the life we needed in the family."

What happened? The Hortons are divorced, and the eight children live with their mother.

In both these families, a fast-growing social phenomenon met head on with a venerable institution. That the collision produced such profoundly different results, however, comes as no surprise to many psychologists and marriage counselors. For better and for worse, they say, the rapid influx of wives like Melody Gunn and Jean Horton into the labor force is altering the nature of marriages across the country.

Most affected are so-called traditional marriages in which the husband's role as breadwinner and the wife's role as homemaker and mother are sharply defined. A wife who takes an outside job in such a situation can threaten her husband's ego, upset her in-laws and work herself into physical and emotional exhaustion. Divorce is often a solution to such problems, especially because the wife's income makes it easier for couples to break up.

But for a family able to cope with stresses, a working wife can bring fresh perspective to marriage. Her income can free the family from financial worries. And if her job is satisfying, her sense of well-being is often shared by husband and children alike. "It's a change as significant as the civil-rights movement," says Jack Mallory, an Atlanta marriage counselor.

The Labor Department reports that by March 1968, nearly 48 percent of all married women in the U.S. held jobs or were looking for work, up sharply from the 30 percent who were in the labor force in 1960. Much of that

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Reprinted from Policy and Research Report, Vol. 9, No. 1, Fall 1971 (The Urban Institute, Washington, D.C.).

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Marriages Under Strain (cont.)

increase, according to social scientists, comes from mothers with young children who traditionally have been kept out of the labor force by household duties and social pressures. But persistently high inflation, coupled with the feminist movement's gains in opening better jobs for women, have led many young mothers to work for the first time or to resume interrupted careers.

Increased job opportunities for women are already changing when they marry. As young women are able to find better jobs after high school or college, they are able to delay marriage. That's important, because social scientists believe more mature individuals are better able to choose lifelong mates. A delay in marriage brings a subsequent delay in having children, a change that child psychologists welcome because more mature parents are better prepared to rear children. There are also fewer children per marriage--1.07 in 1977 compared with 1.27 at the start of the decade--and more couples who choose dual careers without children.

But there also has been a sharp rise in the divorce rate, which has nearly doubled in the past ten years. (Census Bureau demographers say, however, that in the wake of that long surge, the divorce rate per 1,000 population has remained fairly constant for a couple of years, and that in divorce-prone California, the rate already has begun to decline.) The huge numbers of divorces--estimated at 1,097,000 in 1977--probably reflects, at least in part, the strains that working wives produce in marriages. What's more, "the fact that a woman has a job and has found that she's valuable to someone other than her husband makes it that much easier for her to get out of a bad marriage," explains a marriage counselor. "The fact that she's got a job also makes it easier on her husband's wallet," he adds.

"Without my job, I probably wouldn't have gotten a divorce," agrees Donna Hein, who has managed an Atlanta office for six years. In 1977, she got a divorce--her husband was a "workaholic" with little time for her or her children, she says--and today, she lives on her own monthly salary of $950 plus $350 a month in child-support payments.

Women who were married early in life and were tied to a home with small children often find that their first job opens up a whole new world. Some of these women are choosing to leave their marriages and pursue careers. Says an official of Parents Without Partners, an organization for divorced or widowed men and women: "A lot more women are just deciding to chuck it all and really start to live."

Most observers agree that any marriage in which the wife works is going to encounter some tensions, but the most susceptible are marriages that have produced children. "Children make it infinitely more complicated to work out the problems," says Dr. Ruth Moulton, assistant professor of clinical psychiatry at Columbia University.

From Henry Meyers, ed., Women At Work: How They're Reshaping America (New Jersey: Dow Jones Books, 1979).

Marriages Under Strain (cont.)

"I'd like to spend more time with my husband, but with the situation we're in, I have to work and do the housework too," says Sharon Selleck, a 32-year-old commercial artist in Minneapolis. Mrs. Selleck and her husband Wayne both work full time; in addition, Mr. Selleck serves as the organist for a local church. They also have a five-year-old son.

That load--a job, housework and child care--"can really drain you," Mrs. Selleck says, "but you learn to cope with it." Adds her husband: "The combination of both of us working and having a five-year-old is what really does it."

Mr. Selleck says he's willing to do some things around the house, such as make beds and vacuum occasionally, "but I wouldn't pretend to say we divide the housework up evenly." Indeed, with his two jobs and Mrs. Selleck's child-care and housework chores, "we have to be careful that we don't get snippy with each other when we're tired in the evenings," he adds.

Experts say few husbands are willing to assume much of the housework load. "The husband may do some of the interesting or challenging things around the house, such as occasionally cooking or some house repairs," says Kristin Moore, a sociologist with the Urban Institute, a Washington-based research firm. "But women have to do the large amount of the housework, and it tends to be drudgery."

Adds Dr. Moulton of Columbia University: "A working woman is really expected, in her mind and in her husband's, to run the house." The upshot for the job-holding wife, she says, can be a work-week of 80 to 100 hours.

Attitudes like that can cause other problems, too. Many young men brought up in traditional families carry with them the notion that it somehow isn't masculine to have a wife who works. "It can be an uncomfortable feeling for a man when his wife goes to work," says Harold Kellner, a New York psychologist. "Her working can rob him of his identity as the provider for the family."

For instance, Wayne Selleck in Minneapolis says it disturbs him that his wife must work in order for them to buy a house. "I guess I have some of this old-fashioned feeling that I ought to be the supporter," he says. "I feel a little inadequate sometimes." (Working wives are often aware of such sentiments. And as a result, suggests Alice Rossi, professor of sociology at the University of Massachusetts, wives pursuing careers become reluctant to earn more than their husbands or take a higher-status position. Instead, subconsciously fearful of upsetting their marriage, they sometimes restrict their own job progress, she says.)

From Henry Meyers, ed., Women At Work: How They're Reshaping America (New Jersey: Dow Jones Books, 1979).

Marriages Under Strain (cont.)

Parents and in-laws also can create friction in a marriage, especially if a child is involved. "Grandparents tend to say a working wife is neglecting the grandchildren, and the husband's parents may say she's not taking good care of their son," says Marjorie Bufkin, an Atlanta marriage counselor. "How serious a problem that is depends upon whether they live two blocks away or two states away."

There's also the problem of the jealous husband who resents his wife's getting dressed up every day and meeting men at her job. "For every husband who's proud of his wife and her career, there's another one who is jealous," says Dr. Moulton of Columbia. She adds that it is an illogical attitude, since the husband doesn't have any more control over his wife when she stays at home than he does when she's at work. Marriage counselors, however, say they are indeed aware of more on-the-job extra-marital affairs. "When a husband and wife are both dead tired at the end of the day, some of the romance tends to go out of the marriage," Mrs. Bufkin says. "Many times, they find they can regain that romance in an office affair."

While many couples encounter some or all of these problems, most manage to cope with the strains. And in many cases, managing the strain means the husband must abandon the traditional male role and pitch in more around the house.

"I probably couldn't manage to work and rear a child too without my husband's cooperation," says Gay Romack, a Phoenix, Arizona real-estate broker. Mrs. Romack's job often takes her away from home at night, and when it does, her husband John, a contractor, baby-sits for the couple's three-year-old daughter. That's good, she says, because it gives her husband a more active role in raising the child. Adds Mr. Romack: "One of us has to do it, and I don't mind taking over whenever I'm needed."

Despite the help from her husband, however, Mrs. Romack says things do go undone; she has just learned not to let them bother her. "There are times like yesterday when we hadn't had any milk in the refrigerator in two days," she says. Once, that would have upset her--but no longer.

Husbands who support their wives' desire to work, meanwhile, often find that she becomes a better partner.

"Melody put a real strain on me when she wasn't working," recalls James Gunn, the Rockford, Illinois, schoolteacher. "When I came home at night, she would want to sit down and have a drink and talk, and all I wanted to do was rest."

From Henry Meyers, ed., Women At Work: How They're Reshaping America (New Jersey: Dow Jones Books, 1979).

Marriages Under Strain (cont.)

That wasn't the only problem. Before Melody Gunn began teaching school herself, the family was "struggling" on his $16,000-a-year salary. "I figure we were spending about $200 a month more than I was making," Mr. Gunn says. "We were stuck at home, and we couldn't afford to spend any money on the house. We would have friends over for bridge, but it wasn't satisfying her desire to get out and it wasn't helping me work on the house," a task he enjoys. (Their home, for which they paid $27,000, needs an extra $10,000 worth of work.)

Once Mrs. Gunn took her $11,000-a-year job, however, their financial burden eased considerably. And "as soon as that problem was solved for us when Melody went to work, a lot of other problems tended to fall into place," Mr. Gunn adds. Now, the couple dines out regularly, Mr. Gunn has the supplies he needs for home repairs, and Mrs. Gunn "is much happier."

There are some less obvious benefits as well that men might gain through their working wives. For one thing, decision-making and problem-solving becomes a joint venture, lifting a burden off the husband's shoulders. Also, "with a working wife, a man can refuse a transfer, quit his job or just tell his boss to get lost," says Kristin Moore, the Urban Institute sociologist. "A wife's job provides a lot of freedom if men are just willing to accept it."

From Henry Meyers, ed., Women At Work: How They're Reshaping America (New Jersey: Dow Jones Books, 1979).

ADDITIONAL RESOURCES

Additional Resources

PRINT:

Myers, Henry, Editor. Women At Work: How They're Reshaping America. Princeton, New Jersey: Dow Jones Books, 1979.

Real Women, Real Lives. Madison, Wisconsin: Wisconsin Governor's Commission on Women, 1978.

"The Subtle Revolution: Women At Work," The Urban Institute Policy and Research Report, Vol. 9, No. 1, Fall 1979, pp. 1-6.

Weir and Burke. "Two People Two Careers and One Relationship! Making it Work." The Business Quarterly, Spring 1979, pp. 47-53.

NONPRINT:

Chris and Bernie, 16mm color, 25 minutes (Grades 9-Adult). New Day Films, 1974.

A documentary which shows the alternative life style of two young divorced mothers, who opt to share a house in order to deal with problems related to parenting and working to support their families.

Joyce at 34, 16mm color, 28 minutes (Grades 9-Adult). New Day Films, 1972.

This documentary suggests that couples with flexible job schedules can integrate work and parenthood. Filmmaker Joyce Chopra strives to integrate her roles as mother and working professional.

Sally Garcia and Family, 16 mm color, 35 minutes (Grades 9-Adult).

EDC Distribution Center, 1977. At the age of 40, Sally Garcia, homemaker and mother of five, has returned to school and started a new career as a counselor. In this film, each member of her family responds to the changes in their family life.

Some of These Days, 16mm film, color, 58 minutes (Grades 9-Adult). Oregon Commission of the Humanities. Contact Elaine Velazquez, 211 S. E. 12th Avenue, Portland Oregon 97214.

This documentary is a biographical perspective of four Oregon women ranging in age from 62 to 82. These women speak very personally about their backgrounds, self-image and quality of their lives today in this society.

Who Remembers Mama? 16mm film, color, 58 minutes (Grades 9-Adult). New Day Films.

A documentary exploring the economic and emotional devastation experienced by millions of middle-aged women when they lose their roles as homemakers through divorce.

Appendices:
Index, Addresses, Glossary

Film Distributor Addresses

Atlantis Productions, Inc.
850 Thousand Oaks Boulevard
Thousand Oaks, California 91360

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, California 90406

Bureau of Audio Visual Instruction
University of Wisconsin
1327 University Avenue
Madison, Wisconsin 53706

Butterick
161 Sixth Avenue
New York, New York 10020

California Newsreel/Media at Work
630 Natoma Street, Room 101
San Francisco, California 94103

Cally Curtis Company
1111 North Las Palmas
Hollywood, California 90038

Cambridge Documentary Films
P.O. Box 385
Cambridge, Massachusetts 02139

Center for the Humanities, Inc.
Communications Park, Box 1000
Mt. Kisco, New York 10549

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Coronet Instructional Films
65E South Water Street
Chicago, Illinois 60601

CRM/McGraw Hill Films
110 15th Street
Del Mar, California 92014

Doubleday
Educational Systems Division
Garden City, New York 11530

Educational Development Center (EDC)
55 Chapel Street
Newton, Massachusetts 02160

Educational Dimensions Corporation
P.O. Box 126
Stamford, Connecticut 06904

Encyclopedia Brittanica Education, Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Feminist History Research Project
P.O. Box 1156
Topanga, California 90290

Films, Inc.
1144 Wilmette Avenue
Wilmette, Illinois 60091

Guidance Associates
757 Third Avenue
New York, New York 10017

Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 46615

Learning Corporation of America
1350 Avenue of the Americas
New York, New York 10019

The Learning Seed Company
145 Brentwood Drive
Palatine, Illinois 60067

Massachusetts Institute of Technology
Center for Advanced Engineering Study
77 Massachusetts Avenue
Cambridge, Massachusetts

McGraw Hill Films
1221 Avenue of the Americas
New York, New York 10020

Motivational Media
8271 Melrose
Los Angeles, California 90069

MTI Teleprograms
4825 North Scott Street, Suite 23
Schiller Park, Illinois 60176

National Audio Visual Center
3150 Spring Street
Fairfax, Virginia 22030

New Day Films
P.O. Box 315
Franklin Lakes, New Jersey 07417

New York Times
2 Kisco Plaza, Times Square
Mt. Kisco, New York 10549

Pathescope Educational Films
71 Weyman Avenue
New Rochelle, New York 10802

Phoenix Films
470 Park Avenue South
New York, New York 10016

Schloat Productions
160 White Plains Road
Tarrytown, New York 10591

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Sunburst Communications, Inc.
Pleasantville, New York

Third Eye Films
12 Arrow Street
Cambridge, Massachusetts 02138

Transit Media
P.O. Box 315
Franklin Lakes, New Jersey 07417

University of California (UCEMC)
2223 Fulton Street
Berkeley, California 94720

WEEAP Distribution Center
Education Development Center
39 Chapel Street
Newton, Massachusetts 02160

Westinghouse Learning Corporation
100 Park Avenue
New York, New York 10017

Wisconsin Vocational Studies Center
964 Educational Science Building
1025 West Johnson Street
Madison, Wisconsin 53706

Women on Words and Images
Box 2163
Princeton, New Jersey 08540

Xerox Films
245 Long Hill Road
Middletown, Connecticut 06457

Glossary

affirmative action--hiring and promotion practices designed to compensate for past job discrimination against women and minorities

apprenticeship--learning a trade by practical experience under a skilled worker

assertiveness--the art of stating one's needs clearly and directly, without being either passive or aggressive

blue collar jobs--any job that is related to the skilled or nonskilled trades rather than to management or the professions

career ladder--a term to describe the process of being promoted or advancing from one job to another one with more responsibility and/or higher salary

career planning--giving systematic thought to one's future work life; ideally it will reflect personal style and awareness of increasing opportunity for women

entrepreneurship--small business ownership, a career opportunity which is becoming more open to women

entry-level job--a first-level job that requires the least amount of training of any job in the field and can lead to jobs up the career ladder as the worker gains experience

Equal Employment Opportunity Commission (EEOC)--the federal agency which is responsible for enforcing Title VII

labor force--all persons who are currently working for pay

labor market projections--forecasting about the availability of jobs in the future

math anxiety--the avoidance and blocking of mathematics which for women is often the result of sex role conditioning in the schools

networks--informal groups of people that offer each other support in career planning and other life style decisions

nonsexist language--ways of speaking and/or writing that do not reflect gender bias

nontraditional career--a job that is nontraditional for one sex is one in which 75 percent of the people who hold that job are of the opposite sex, e.g., female plumber, male secretary oral history--the process of learning about history by interviewing older people

self-assessment--thinking about one's personal interests and abilities and how they influence career and life planning

sexism--the collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior to the other

sex role stereotyping--assuming that all persons of one sex possess the same, or limited, interests, abilities, values and roles

sexual harassment--a situation in which a worker is subjected to negative remarks or physical attacks by a co-worker; a situation in which an employer implies that job advancement is connected with sexual activities

skilled trades--jobs that demand special training in manual dexterity, use of tools and technical problem-solving e.g., electrician, plumber, carpenter

technician--person who has been trained specifically to carry out scientific tasks, precisely and skillfully

Title VII--the part of the 1964 Civil Rights Act which protects women workers from sex discrimination

Title IX--federal regulation which prohibits sex discrimination in education

trade unions--a recognized or certified organization to represent the needs of workers as they negotiate with management

unskilled trades--jobs that do not require much technical training or skill, e.g., agricultural laborer, assembly line worker

white collar jobs--jobs that are professional and/or management-related, rather than those related to the skilled or nonskilled trades

Women's Bureau--the agency in the U.S. Department of Labor that is responsible for advocating for the special needs of working women

work-life expectancy--the number of years a person should expect to work; for example, women today should expect to work for approximately 23 years

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